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ABSTRACT

This review of the literature related to counseling women, based on a computer search of the ERIC database, emphasizes the need for decision-making skills to cope with social change and the women's movement. The influence of locus of control on decision-making is reviewed along with theories about motivational factors for women and students. Role perception, role conflicts, multiple roles, life satisfaction, midlife career changes, and reentry problems are discussed, and programs designed to cope with these changes are described. Implications for counselors are also suggested. The document concludes with the actual annotated computer search used for the literature review. (JAC)

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COUNSELING WOMEN FOR LIFE DECISIONS

Mary Frenza

Searchlight Plus: Relevant Resources in High Interest Areas. 27+

AN INFORMATION ANALYSIS PAPER
Based on a computer search of the ERIC database
November 1966 through February 1982

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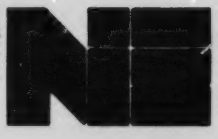

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INTRODUCTORY NOTE

First there was the *Searchlight* series--computer searches with abstracts of the ERIC database on topics of major interest and importance to ERIC/CAPS users and helping professionals in the field. Then came the *Searchlight Plus* series, computer searches of the topics in most demand PLUS in-depth analyses of the documents in the search. The opening narrative in each *Searchlight Plus* highlights certain documents, identifies major issues and trends, describes the historical background and existing programs, and points out the implications of the information for the work of human services professionals. For those who need succinct, timely, and practical information but lack the time to examine the total collection of data, the *Searchlight Plus* is the "perfect package." For a complete list of current topics in both series, please contact the ERIC/CAPS Publications Department.

COUNSELING WOMEN FOR LIFE DECISIONS

Mary Frenza

> We would like to believe that decisions are made as a consequence of some rational process... All too often decisions are rationalizing rather than rational, "psychological" rather than logical. This is particularly likely to be the case when commitment to behave in some way, to pursue one alternative rather than another occurs in the absence of the decision maker's full awareness and ken.
>
> (Kellerman, 1978, p. 11)

A review of the literature on the counseling of women reveals that decision-making skill is a central need of women today. Indeed, all too often women's decisions have been without the decision-maker's "full awareness and ken," a response to others' expectations rather than the result of skilled decision-making.

Rapid social changes, most prominently the rise of the women's movement of the last decade, have increased both opportunities and expectations for women. Many women feel anxiety, frustration or confusion because they are unprepared for the real choices that have become available. Even when they do choose they are unable to act unless others approve. Expanded opportunity does not necessarily bring the ability to choose (Scholz, Prince, & Miller, 1975).

Yet this ability to choose for oneself is a main component of mental health. Locus of control, which is an individual's perception of the origin of events, determines the way he/she shapes his/her

life. An external locus of control, which places the origin of events in such outside forces as fate or luck, produces an unwillingness to make decisions because decisions are seen as having little to do with outcomes. An internal locus of control places the origin internally in one's own behavior and produces a sense of power and importance about one's decisions and actions (Schlossberg, Troll, & Leibowitz, 1978). Research indicates in a variety of ways that women generally have little sense of being in control of their own lives. Locus of control studies show that people who score as external are more depressed (Radloff & Monroe, 1978), and mental health data show that women are more depressed although no "sicker" than men (ED 130 215). Depressed people are also characterized by feelings of helplessness and low self-esteem and a sense of hopelessness (ED 158 159).

Radloff and Monroe (1978) investigated the influences in a woman's life that might lead to helplessness and depression. In particular, they examined the feminine stereotype which portrays women as dependent, passive, nurturing, docile, submissive, incompetent, and unsuccessful. The findings revealed that people see females as being in need of more help than males and that in actual behavior they provide more help to females than to males. The researchers concluded that this socialization for dependence is in fact "helplessness training" and that since "the actions of girls are less likely to have consequences than the actions of boys...girls are more likely to depend on other people and fail to develop important skills" (p. 204).

White's competence theory of human development posits a universal human need to expand, explore and achieve mastery over the environment (Schlossberg, et al., 1978). Central to a theory of the

healthy adult development of women is the concept of competence or efficacy; at the heart of that concept is the active mastery of one's life (ED 130 215). The same social changes that have brought about increased opportunities and expectations for women and the resultant anxiety and ambivalence have provided the opportunity and necessity for helping professionals to encourage and facilitate women's growth toward mastery and active life choices. "A primary goal of the counseling process is to enable the client to gain a feeling of control over his/her own life" (Schlossberg, et al., 1978, p. 20).

Theories of Women's Motivation

Much recent research on women's lives has focused on women and careers. Careers are defined broadly to encompass not just a single occupation, but rather "a time-extended working out of a purposeful life pattern through work paid and unpaid" (Hansen & Rapoza, 1978, p. XV). The literature has examined the socialization process, focusing on the ways in which parents interact with their children and the effects of that process on women's motivation and aspirations.

> It seems that the attitudes and motivations that underlie the career aspirations, plans and decisions of women are the inevitable products of social norms and the socialization process that put women into powerful psychological conflict as they are forced to cope with vocational choices.
>
> (Hansen & Rapoza, 1978, p. 97)

Vicarious achievement motivation, fear of success, lowered risk-taking behavior, difficulties in goal setting and reduction in academic self-confidence and aspiration have all been identified as factors in socialization practices and as inhibitions to women's aspirations, achievement and career choices. In studying the relationship between socialization and achievement orientation, Lipman-Blumen and Leavitt (1978) concluded that the socialization of women for dependence means that affiliation becomes a woman's primary means of mastering her environment. Some women, therefore, meet achievement and mastery needs vicariously through the achievements of others such as husbands or children. This vicarious achievement ethic also suggests that the marital and maternal roles, largely vicarious in nature, are the most appropriate for women. Research on individuals high or low in motive to avoid success shows wide methodological differences which need to be recognized. Fear of success as a variable inhibiting women's achievement may be unfounded. Alper (1978) suggests that it is necessary to examine whether those motivated to avoid success actually differ in real life achievement situations. She concludes that the shifts in role expectations now occurring may increase women's expressions of achievement.

Interest in life planning for men and women has emphasized the importance of goal setting for both the actual attainment of goals and the psychological effects of success. That significant numbers of women seem unable or unwilling to engage in the goal setting process is also related to affiliation needs. They have been expected to lead their lives through others as wives and/or mothers and therefore find great difficulty in assessing their own needs and potential. In attempting to satisfy

significant others a woman may forsake the freedom to decide how her life will be played out (EJ 214 607, ED 176 194).

Theories of Adolescent Motivation

Many investigations of women's aspirations have studied the motivational development of young girls. The literature reveals that the significant difference between males and females in achievement orientation surfaces in adolescence. Before that age school performance for girls, especially during the elementary grades, is often superior to boys; however, beginning in the high school years, girls decline in relative academic achievement and in their personal aspirations (ED 179 458). Rapoza and Blocher (1978) found that there was a trend toward lowered educational and vocational plans for high school girls even when they placed more importance on grades than boys and when their academic self-estimates were higher than boys. The researchers concluded that academic values and self-concepts do not translate into the same kinds of plans and aspirations for girls as they do for boys. "Other considerations possibly in the form of role expectations apparently intervene to lower aspiration" (p. 172).

This reduction in girls' aspirations correlates with the notions of traditional sex-role behavior and appropriate masculine and feminine personality traits and occurs at the same time that sex-role identity is established. The result is a reluctance to undertake life plans that threaten the feminine image (ED 016 065). While the earliest influence on an individual's sex-role identity or image derives from the home, other influences such as school and peers also affect role definition.

Beginning at birth parents convey specific role expectations to children. These messages include presumptions about their children's educational and occupational directions. Little girls are taught not to compete and are encouraged through the choice of toys and games to show nurturing dependent behavior and to demonstrate their "natural role" through mothering (ED 179 458, ED 127 855).

The education system plays a significant part in the sex roles students assume and by extension influences their role definition. From preschool through postsecondary education, educational materials portray people in traditional sex roles. Math and science curricula are not encouraged for girls even though the implications of this poor mathematics training are great. A high mathematical aptitude as measured by standardized tests has been proved for females to be the best predictor of career plans in the sciences and professions, as opposed to plans to be a homemaker. Yet a study conducted at the University of California-Berkeley found that only 8% of freshmen women had taken a fourth year of high school mathematics as compared to 57% of freshmen men, despite the fact that without the fourth year of math a student is excluded from most science, business education, and many social science majors. The research suggests that one way to provide young women with the opportunity to choose between traditional and nontraditional life plans might be to require that all students take more mathematics (ED 142 906, ED 127 855).

Sex-role definitions accepted by peers sway adolescents' definitions of their own identity. Particularly important individuals such as boyfriends influence young women's decisions about their future. Adolescent girls are often encouraged to seek status through appearance and sexual attractiveness. This leaves development in other areas unfinished, allows "image" to define worthiness, and establishes

a passive manner of acquiring identity (ED 185 493). The teenage girl who passively or unknowingly accepts the feminine stereotype for identity, especially as it relates to the marital and maternal roles, is characterized by lack of planfulness (Hansen & Rapoza, 1978).

Girls who become pregnant in their adolescent years are often characterized by this absence of futurity--the ability to judge the present in terms of a perceived future. They feel unable to exercise choices in their lives and lack decision-making skills. They find pregnancy acceptable because it is for them the easiest route to adult status and self-worth (ED 179 861). Counselors have noted that what in many girls seems to be career/life planning often merely masks their interests in marriage and consequently prevents any investment of energy in real life planning (EJ 223 182). Burlin's (1976) investigation of the occupational aspirations of adolescent women showed that the majority chose innovative occupations only as their ideal choice. Although they indicated an awareness of a broad range of occupations, they also showed that they did not feel free to pursue them.

Programs for Adolescents

Two assumptions underlie most programs designed to remedy/facilitate young women's growth toward active choices. First, if overconforming other-directedness is the cause of the lowering of girls' aspirations, any attempt to propagandize will only prove counter-productive; that is, the result is likely to be "false compliance" (Rapoza & Blocher, 1978; Guidette, Glitzer, & Greenwood, 1976).

Second, it is at that critical point in the development of sex-role identity in adolescence that interventions can be most appropriate and effective (EJ 217 313, ED 179 458).

Several curricular interventions to promote non-stereotypic education and training have been developed for middle school and high school students (ED 201 563, ED 179 458, ED 177 389). Common goals are (1) to expand students' self-concepts to include a wide range of possibilities for behavior, (2) to increase decision-making abilities and confidence in making decisions, (3) to reduce stereotypic attitudes toward particular school subjects, and (4) to increase academic performance in those subject areas traditionally viewed as more appropriate for either males or females. Curricular materials for these programs have been developed according to a decision-making model. The model includes activities that allow students to gather knowledge in such areas as math, social science, language and physical education and to learn and practice personal and group decision-making within the content areas.

Other curricular strategies include: (1) addition of courses or programs in women's studies; (2) direct involvement of women students in career guidance policy-making; (3) introduction of more diversity into role model activities; (4) encouragement of mentoring; (5) provision of financial, counseling, and decision-making information about postsecondary educational options; (6) development of a basic library of non-biased books, films, and program materials; and (7) provision of accurate information about women's activities in the world of work (ED 177 389, ED 166 564, ED 121 327).

Counseling interventions outside the regular curriculum have also been used to broaden adolescent awareness of the effects of sex-role stereotyping, to encourage more flexible attitudes toward

appropriate male and female behaviors, and to increase career/life planning and information seeking. Group counseling can help individual participants gain a sense of power and autonomy by providing support and reality testing; it has proven useful in moving adolescent girls toward more androgynous sex-role behavior (EJ 217 313). Peer social modeling, using video tape, reinforcement and stimulus materials containing occupational information, has been used effectively to increase adolescent girls' involvement in career/life planning exploration (EJ 223 182).

Multiple Roles

> No human being should be only a role, no identity should be based in only one anchor. Life is long and to provide meaning for a whole life and integrity for a self throughout life one needs more than a single anchoring role....I come to know my essential self by observing those things about me which transcend roles, remain constant across roles. If I am only a single role--like a child or a slave--then I have no means of distinguishing between those aspects of my behavior which stem from role demands and those which reflect my essential self. (ED 197 250)

A major difference between the sexes is the extent to which young women still prepare for adulthood by romantically anticipating whom they will marry. In a recent study, 60 women aged 35 to 55 were asked which of the four psychological tasks described by Levinson had been important to them in young adulthood: constructing a dream, forming an occupational aspiration, finding and relating to a mentor, and creating a relationship of love. Only the task of creating a relationship of love had been significant for them. They had assumed they would work, but it was not really important because

they expected to marry and be supported (ED 197 250). This basic difference in sexual identity has been described in terms of two early life dreams--the Relational Dream, which is formed around relationships with others especially through marriage and motherhood, and the Individualistic Dream, which is formed by the need to become an autonomous self through forming a career identity. In our culture the latter is of course the male position, the former the traditional female position (ED 190 777).

Rand and Miller (1978) propose, however, that a new cultural imperative is emerging, that of marriage and career. They suggest that while the importance of marriage and childrearing holds in adolescence, a change occurs in young adulthood toward work and marriage. Women can have values, self-concepts and life styles from both traditional and modern patterns. Women interviewed about their current life choices emphasized that an either/or dichotomy between an Individualistic or Relational psychological stance is unrealistic. They feel that a developmental process evolves in which one moves back and forth between the two positions (ED 190 777).

Two phenomena have contributed to women's awareness of options and the limitations or insufficiency of maternal status: the possibility of complete fertility control, with the ability to direct one's life by deciding if and when to have children, and the increasing incorporation of women into the paid work force (ED 178 861). Van Dusen and Sheldon (1978) summarize these significant social and cultural changes in terms of

> the declining importance of the family life cycle in the woman's total life cycle--the diminishing social importance of the distinction between married women and those who are unmarried (never married, no longer

> married, not yet married)...little doubt now exists...that these trends will exert a profound effect on the family, the economy, social values--and, of course, the changing bases of self-identification and sex roles. (p. 94)

The girl or woman who is prepared, knowledgeable, and aware of the many possibilities for combining various roles at different times in her life, of the increasing necessity of combining roles, and of the problems involved in combining roles faces the future from a far better position than the girl or woman who thinks or acts only along traditional lines of marriage or work (ED 018 558). Preparing girls for multiple roles emerges as the major challenge.

The notion that adults must be able to function as economic providers appears simple, even a cliché, if one is thinking about men, but it still remains controversial when applied to women. However, the norm that a young woman should marry and be economically dependent on her husband is no longer viable. She is likely to have a number of years in which involvement in meaningful work and the capacity for economic self-support are critical. A variety of factors contributes to this likelihood: (1) a rising divorce rate that increases single-parent, woman-headed households; (2) the persistence of inflation that often necessitates two incomes; (3) a lengthening life span that may mean a financially insecure widowhood; and (4) the combination of fertility control and a longer life that produces perhaps 40 years free from child care. Failure to prepare women for occupational competence results in a developmental disability that eventually culminates for many women in difficulty in coping with the circumstances of their lives. The prevention of this developmental difficulty is a crucial task (ED 197 256).

Role Conflicts

For many women the possibility of multiple roles in itself produces conflict and stress. Some cannot begin evaluating their lives, since any assessment might reveal that they do not determine their own life styles. Even asking the questions, "Who am I?" and "What do I want to do?" may be destructive. The realization that the self is reflected and relational, existing only as long as there is a relationship, can be devastating (ED 197 250). For many women still limited by a narrow definition of female social roles and by their own view of themselves, the increasing acceptance of atypical sex-role life styles provokes intense sex-role conflict. This is especially the case with regard to the homemaking versus career choice, and the result is increased psychological pressure and conflict (EJ 227 026, ED 197 239).

A growing body of literature documents the stresses and pressures faced by women who do combine multiple roles. Most of the current literature deals with career women, defined as holding jobs which require a high degree of commitment and have a continuous developmental character. The literature also explores the conflicts faced by women in dual-career families in which husband and wife are committed to both family and career.

The woman who combines family and career roles is seen as living in two worlds in which the criteria for success are discrete and to a large extent mutually exclusive (EJ 241 947). She faces two distinct types of problems, practical ones and psychological ones. Practically, the time

limitations of role overload are a major problem for the working mother. She is typically fulfilling the roles of wife, mother, employee, and housewife. Traditionally, women have had the major responsibility for the management of the home and the rearing of children. Studies have shown that although attitudes toward this division of labor have changed, the actual division of home responsibilities has changed little. The professional woman has a great deal of her time consumed by household chores and responsibilities, and she remains the primary psychic parent (EJ 241 947, EJ 231 692).

The careers of professional women can suffer as a result of time limitations. Working fewer hours than men can have consequences in limited productivity and visibility, limited inclusion in formal and informal networks, and their selection of the kinds of specialties and areas of work. The result is a disadvantageous position in professional life (EJ 231 692).

By far the most stressful area for the working mother is meeting the role demands of childrearing as well as achieving on the job. Most mothers' concerns center on the emotional rather than the physical needs of their children. Current philosophies of childrearing emphasize the development of a positive, independent self-image for the child; humanistic rather than authoritarian discipline techniques; and the mother's responsibility for most of the child's success or failure. Such demanding standards of parenting along with personal achievement needs and external time demands make the career mother particularly vulnerable to stress. This stress often takes the form of fatigue, emotional depletion and feelings of guilt. This guilt is often related to a perceived neglect of the maternal role, to an internal value system perhaps no longer accepted at the cognitive level, but still reacted to at an emotional level (EJ 249 622, EJ 241 947, EJ 231 692).

Another problem for many working women stems from the incompatibility of the qualities of the traditional wife and mother and those of a successful professional: nurturance, emotionality, and dependence versus aggressiveness and rationality. This incompatibility has meant that a successful working woman is often viewed as acting improperly in terms of her sex role. As a consequence she may be subject to anxiety, guilt and even social sanctions (EJ 231 692).

Although the male role is significant, it is apparent that women hold the unique new social role--establishing an integrated wife/mother/career identity. This intrapersonal integration of work roles, domestic roles, and the personality characteristics associated with each does not solely constitute the work of the career mother. Rather the difficulty lies in the fact that it is the woman alone who must attain this identity integration (Skinner, 1980; ED 190 777).

The literature on dual career couples implies that stress is inherent in the dual career life style and indicates both internal and external sources of strain. The traditional family pattern in which the husband's career is considered as primary can result in role strain for the professional married woman. Although opportunities for the wife's career often enter into decisions about job moves, an egalitarian orientation is not usually carried out in final decisions, and consequently the professional wife experiences more stress. Other research suggests that institutional constraints are at least in part responsible for highly traditional actual job decisions (Skinner, 1980). There is some evidence that husbands are not ready to accept career wives who are as successful as they are nor wives who are more successful. As a result many women do not feel free to pursue their careers fully unless their husband's self-esteem is not threatened (EJ 231 692).

Multiple Roles and Life Satisfaction

Dual career families and couples evidence varied strategies for coping with the strains of their chosen life style, and much of the research on these families has been designed to measure the success of such strategies in reducing stress. Coping patterns within the family structure can be active or reactive (which can be viewed more as a defense than as a coping process) (EJ 068 877). Active measures include both stress optimization and stress mitigation techniques. Stress optimization, the acknowledgement that dual career stress is inevitable and preferable to the stress of alternative life styles, is a key technique used by dual career couples. Stress mitigation techniques involve role redefinition, both structural (altering external, structurally imposed demands) and personal (changing one's personal concept of role demands); setting priorities among and within roles; compartmentalizing work and family roles; and compromising career goals. Reactive measures involve role expansion techniques in which the individual attempts to improve and satisfy all life style demands (Skinner, 1980; EJ 068 877).

One study has investigated how female parents in dual career families view their professional and personal roles and compared the effectiveness of the two coping strategies of role redefinition and role expansion. The researchers found that while women using role expansion techniques suffer high role conflict, women using either technique experience stress. The women in both groups, however, consistently described demands and expectations related to the maternal and not the professional role. The findings suggest that women choosing the dual career life style may be well trained to handle professional but not family conflicts, and that this inability stems from unresolved emotional conflicts

about the maternal role (EJ 249 622). Further, although role redefinition, where one deals directly with the environment and actively attempts to alter demands, seems to be more directly effective for long term conflict reduction and satisfaction, it is not used as commonly by women. Even when they do use it, they may be less effective because of female socialization practices that have rewarded less confronting and less aggressive coping patterns (EJ 068 877).

Finally, there is evidence to suggest that the relationship between multiple roles and life satisfaction is high (EJ 249 622, ED 197 250). Professional women do not view their many roles as only an additional burden, but see the increased conflict as more than offset by the increased resources, privileges and enhanced sense of personal worth.

Mid-Life and Mid-Career Change

A static view of adulthood which focused on the state of being an adult and implied that the adult years are stable was almost universally accepted until recently (Schlossberg, et al., 1978). New theories of adult development advanced by social scientists and psychologists recognize that the content of adulthood is not unchanging. Some theorists maintain that the changes adults face correlate with chronological age. Others emphasize the impact of an individual's unique experiences on his/her life. Researchers following the first theoretical model have studied middle age in terms of predictable events, the inevitable changes that occur across the life course (Targ, 1979).

The literature on women describes three psychological characteristics that often occur in mid-life, defined either by chronological age (usually 45-64) or by the coincidence of predictable events such as children leaving the home. The mid-life woman is described as having low self-esteem and a pervasive lack of confidence in her own abilities, stemming from the sparse utilization of talents in a competitive and rewarding environment that the home, due to over-exposure and boredom, no longer provides (ED 116 064). The second characteristic is depression, which correlates with the necessity of accepting that children leave home and become independent. Known as the "empty nest syndrome," this is often concurrent with the loss of youthful appearance and the ability to bear children. The woman socialized to define her identity exclusively in terms of family and motherhood can experience severe emotional stress (ED 185 493). An identity crisis is the third problem which may arise in mid-life, particularly for the woman who has devoted a major portion of her energies to the attainment of other people's goals. Many such women have lost sight of their own needs and long-term goals and experience a sense of "directionlessness" (ED 116 065). Adherence to traditionally defined sex roles clearly is increasingly dysfunctional and less rewarding for women by mid-life (ED 158 159).

In addition to the emotional difficulties of inevitable life changes, common but unanticipated changes can produce many problems for adult women. Differences in life expectancy compound the age differences of the sexes at marriage, and by middle age one in ten women is widowed (ED 185 493). Divorce and marital separation are also common; a larger percentage of women will be divorced or widowed by their middle years (Targ, 1979). Divorced or widowed women who have been full-time homemakers face the problem of becoming both <u>emotionally</u> and <u>economically</u> self-sufficient.

These changes for adult women can be experienced either as a crisis or as a transition and an opportunity to develop a new sense of self. Current research on women indicates that many, but not all, women experience the "empty nest" stage as a positive period in their lives. Anticipatory socialization (anticipating and planning for the "empty nest" period) and involvement in alternative roles are the reasons cited for transition rather than trauma (Targ, 1979). The findings suggest that women of all ages can be educated to anticipate the consequences of their life choices and patterns and to plan for the contingencies of their later years (ED 158 159).

Reentry

Confronting economic needs and searching for identity and self-confidence, many women seek a career change from wife and mother to student or paid worker (EJ 169 327, ED 120 567). They must overcome a number of social and psychological barriers, e.g., job discrimination, lack of marketable skills, guilt feelings for "selfishly" pursuing personal goals, and the tendency to downgrade their own abilities (ED 185 493).

Programs and activities geared to the 18-21 year-old do not meet the needs of these women, and a variety of counseling interventions designed to help the mid-career change, reentry woman is described in the literature (EJ 223 011, EJ 169 327, ED 195 652, ED 194 826, ED 156 982, ED 101 796). Some of the important goals of these programs are as follows: (1) to promote self-confidence and self-respect; (2) to encourage, support, and emphasize the necessity of self-responsibility; (3) to offer

a strategy and means of gathering information both about oneself, including values, interests, abilities, personality style, background experiences, and situational factors, and also about the world of work, career options and educational requirements and possibilities; (4) to teach and encourage the use of all available resources, including family, friends and professional contacts; (5) to teach a variety of skills, including decision-making, goal setting, assertiveness, communication, risk taking, stress and time management and job hunting; and (6) to encourage and facilitate life planning and an orientation toward the future.

Many programs use a workshop format (EJ 223 .11, EJ 169 227, ED 194 826). Within that format a decision-making model such as the one proposed by Tiedeman and O'Hara (1963) is often used to increase facility in goal setting and decision-making. That model defines two main stages for making any decision: anticipation, involving exploration, fantasy, role playing, and trying alternatives; and implementation, involving the crystallization of one's decision. The model promotes development and awareness of personal desires, allows for the integration of those desires with an occupation or life style, and provides the steps for a woman's actualization of her ideal self (EJ 169 327).

Some programs have been built around a self-directed learning model which focuses on developing coping strategies for change. The model utilizes planning by both participants and leader, with the leader functioning primarily as a resource person and facilitator. For women who are generally less skilled in self-direction and self-responsibility, the model is especially appropriate and encourages a confident, active approach to life/career planning (ED 194 826, ED 185 493).

Additional workshop techniques to implement specific goals are: (1) the "time line" exercise, the autobiography, and the development of an "ideal" self and job (self-awareness and values identification); (2) interest inventories and ability and aptitude tests (gathering information about self); and (3) small group interactions and presentation of role models (increasing self-confidence and self-responsibility).

Other formats for reentry programs include curriculum-based counseling interventions, e.g., study techniques, women's studies, psychology of women courses, seminars, support groups, limited apprenticeship programs, resource centers, and individual counseling. Women who have participated in counseling intervention programs have been found to be more self-identified, not as socially or other identified, more free, less anxious, less burdened by past reactions, more confident, and more interpersonally competent (EJ 233 011).

Implications for Counselors

Counselors can realistically conceptualize the problems of women who seek treatment by recognizing that adjustment models of mental health are inadequate for dealing with women whose difficulties originate in the social conditions of their lives. The cause of depression in many middle-aged women, for example, is related to socialization into the traditional female role. Standard treatments will not address the source of this problem. The job of the counselor becomes not supporting personal adjustment to these social conditions, nor allowing a focus on social conditions to become an escape

from personal change, but rather encouraging individual responsibility for environmental change (ED 185 493).

An intervention strategy of importance to both environmental change and the counseling of women is marital and family therapy. Women suffer the effects of sex-role stereotyping not only in the context of the larger society, but also within the context of the family. It is doubtful that women can change without the family being involved in treatment. The stereotyped behaviors and attitudes are part of a dynamic equilibrium, and an isolated attempt to change the women may increase family members' motivation to maintain that equilibrium (EJ 144 396).

Finally, while it is true that the client's dependent role in traditional therapy models can reinforce women's problems with passivity and dependence, counselors need to be aware of the danger of replacing one set of stereotypes for another, of substituting new, more liberal biases for older ones (EJ 144 396). Knefelkamp, Widick and Stroad (1976) point out that whether feminist, traditional, or inbetween, a client needs to be provided with diversity, with a variety of perspectives on women's roles and ways to create her own role, rather than be encouraged to make an early commitment to a particular life role. Sexist values in the therapist can block the client's development, but so might a therapist's concern with the "right" or "liberated" attitudes.

Summary

Studies comparing groups of homemakers and employed women in 1971 and 1978 found that although many more women were working in 1978 than in 1971, the sense of satisfaction and the level of happiness in their lives did not differ for the two groups (ED 197 250). While many women have taken hold of their lives, many more are threatened because they have lost the security of knowing what is expected of them. Value change generates confusion and the reality of choices can create cultural ambiguity and personal uncertainty; however, having no choices will ultimately bring frustration. Counselors can increase women's awareness of possibilities and abilities to choose, enabling them to live as they prefer.

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Tiedeman, D. C., & O'Hara, R. P. Career development: Choice and adjustment. New York: College Entrance Examination Board, 1963.

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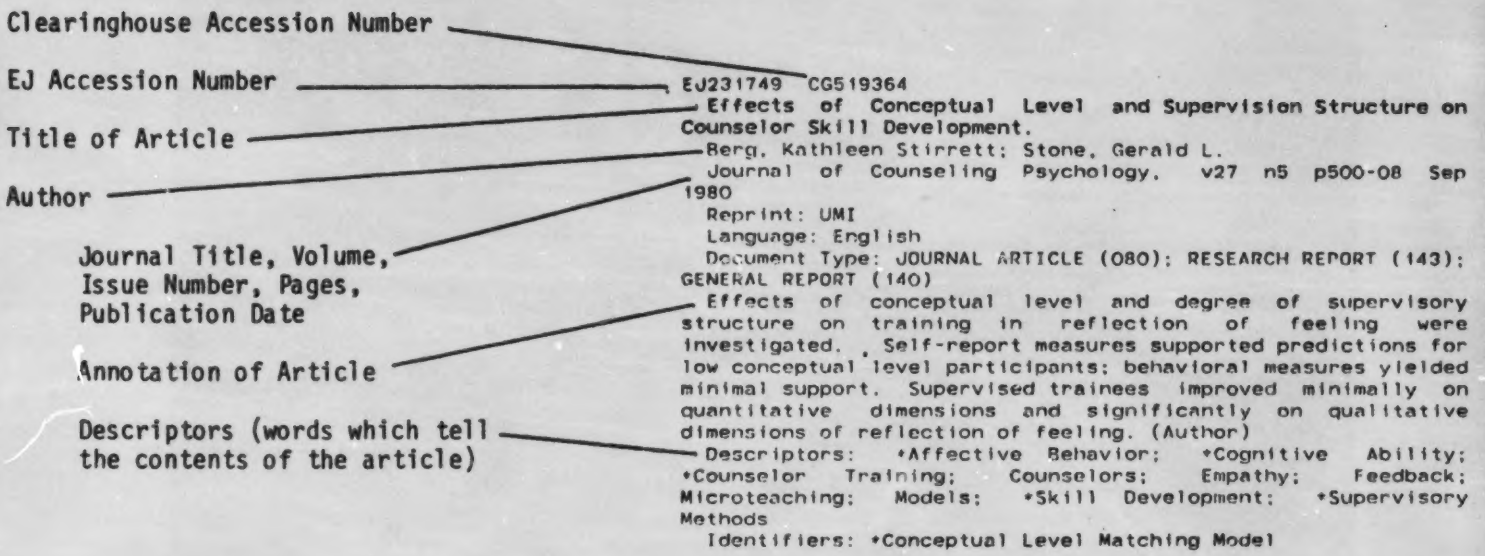
FORMAT OF

CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE)


Clearinghouse Accession Number
EJ Accession Number
Title of Article
Author
Journal Title, Volume, Issue Number, Pages, Publication Date
Annotation of Article
Descriptors (words which tell the contents of the article)
EJ231749 CG519364
Effects of Conceptual Level and Supervision Structure on Counselor Skill Development.
Berg, Kathleen Stirrett; Stone, Gerald L.
Journal of Counseling Psychology, v27 n5 p500-08 Sep 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143); GENERAL REPORT (140)
Effects of conceptual level and degree of supervisory structure on training in reflection of feeling were investigated. Self-report measures supported predictions for low conceptual level participants; behavioral measures yielded minimal support. Supervised trainees improved minimally on quantitative dimensions and significantly on qualitative dimensions of reflection of feeling. (Author)
Descriptors: *Affective Behavior; *Cognitive Ability; *Counselor Training; Counselors; Empathy; Feedback; Microteaching; Models; *Skill Development; *Supervisory Methods
Identifiers: *Conceptual Level Matching Model

JOURNAL ARTICLES ARE AVAILABLE ONLY IN THE JOURNALS CITED. THE ARTICLES ARE NOT ON MICROFICHE.

Print 13/5/1-151
DIALOG File1: ERIC - 66-82/FEB (Item 1 of 151) User 1210 24feb82

EJ249677 CG521081
Facilitating Postdivorce Adjustment among Women: A Communication Skills Training Approach.
Thiessen, Jake D.; And Others
Journal of Divorce, v4 n2 p35-44 Win 1980
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Examined the effects of communication skills training on adjustment to divorce and separation among women. Results indicated that the experimental group significantly increased in overall divorce adjustment and in empathy skills. No significant differences were found in perceived social support or self-disclosure skill. (Author)
Descriptors: Adults; *Communication Skills; *Counseling Techniques; *Divorce; *Emotional Adjustment; *Females; Program Evaluation; Self Concept; Social Adjustment; *Training Methods

EJ249622 CG521026
Coping with Conflict Between Professional and Maternal Roles.
Gilbert, Lucia A.; And Others
Family Relations, v30 n3 p419-26 Jul 1981
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143); GENERAL REPORT (140)
Investigated how female parents in dual-career families view their roles. Compared the effectiveness of two strategies for dealing with conflict. Subjects using a role redefinition strategy did not differ from subjects using a role expansion strategy in self-reports of role conflict and coping effectiveness. (Author)
Descriptors: Comparative Testing; *Conflict Resolution; *Coping; *Employed Women; *Parent Role; Professional Recognition; *Role Conflict; Self Esteem
Identifiers: *Dual Career Family

EJ242815 JC502468
Knocking Down the Barriers to Education and Employment for Women.
Brown-Turner, Angie; And Others
Community and Junior College Journal, v51 n6 p4-6 Mar 1981
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Describes Kirkwood Community College's (Iowa) activities and support services designed to help mainstream women into non-traditional educational programs and careers, focusing on the college's Opportunity Center, workshops, ongoing support services, sex-fair counseling, curricular changes, promotional activities, and efforts to eliminate sex-role stereotyping in the college's counseling materials. (CAM)
Descriptors: *Career Counseling; Community Colleges; *Counseling Services; *Females; Nontraditional Occupations; Organizational Objectives; Program Descriptions; *Sex Fairness; *Sex Stereotypes; Two Year Colleges; *Womens Education

EJ241952 CG520283
Alleviating Stress for Women Administrators.
Ten Elshof, Annette; Tomlinson, Elaine
Journal of the NAWDAC, v44 n2 p37-41 Win 1981
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Describes a workshop designed to help women administrators assess individual stress levels. Stress can be alleviated through exercise, support groups or networking, sleep and diet, relaxation, guided fantasy, and planned activity. The long-term implications include preventing illness and making women more effective within the administrative setting. (Author)
Descriptors: Administrator Responsibility; *Administrators; *Coping; *Females; Higher Education; Life Style; Physical Fitness; Physiology; *Relaxation Training; *Role Conflict; *Stress Variables; Workshops
Identifiers: *Support Systems

EJ241947 CG520278
Competing Worlds, Competing Standards: Personal Control for the Professional Career Woman, Wife, and Mother.
Amatea, Ellen S.; Cross, E. Gail
Journal of the NAWDAC, v44 n2 p3-10 Win 1981
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); GENERAL REPORT (140)
Professional women may have difficulties combining the role of professional worker with that of wife and mother. Describes common issues which face women, discusses methods for coping with competing demands, and presents a structured approach for helping women conceptualize the issue and choose appropriate intervention strategies. (Author)
Descriptors: *Coping; Counseling Techniques; *Employed Women; Family Relationship; Locus of Control; Models; Professional Recognition; *Role Conflict; Sex Role; State of the Art Reviews; *Stress Variables
Identifiers: *Dual Career Family; *Support Systems

EJ239980 CG520097
Rape: A Family Crisis.
White, Priscilla N.; Rollins, Judith C.
Family Relations, v30 n1 p103-09 Jan 1981
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Rape is a crisis shared by the victim and her family. The family's reaction is influenced by cultural views such as viewing rape as sex rather than violence. Adaptive responses can be supported by open expression, education, and family, as well as individual counseling. (JAC)
Descriptors: *Crisis Intervention; Family Counseling; *Family Problems; *Females; Marital Instability; *Rape; *Social Attitudes; State of the Art Reviews; Stress Variables; *Violence

EJ236051 CG519558
Community-Based Guidance: A "Tupperware Party" Approach to Mid-Life Decision Making.
Voight, Nancy L.; And Others
Personnel and Guidance Journal, v59 n2 p106-07 Oct 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
The Community-Based Guidance Program is an inexpensive and effective outreach project for home-oriented women. It is self-perpetuating and develops its own professional and user networks. As a link between women, it provides the confidence to make and implement midlife decisions. (Author)
Descriptors: *Adult Counseling; Career Counseling; Coping; Decision Making; *Females; Group Guidance; Homemakers; *Middle Aged Adults; *Outreach Programs; *Peer Counseling; Program Descriptions
Identifiers: *Community Based Guidance; *Networking

EJ236050 CG519557
The Need for an Awareness of Specialized Issues in Counseling Alcoholic Women.
Lemay, Diane
Personnel and Guidance Journal, v59 n2 p103-06 Oct 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Alcoholic women must receive treatment that considers psychological differences between men and women. The basic difference identified was the kinds of roles taken on by women compared to men's roles. Counselors must integrate women's individual experiences with experimental research to effectively help alcoholic women. (Author/JAC)
Descriptors: *Alcoholism; Behavior Change; *Counseling Techniques; Family Problems; *Females; Marital Instability; *Role Conflict; *Sex Differences; State of the Art Reviews

EJ233880 CG519609
The "Home Treatment": The First Steps in Trying to Cope With an Alcoholic Husband.
Wiseman, Jacqueline P.
Family Relations, v29 n4 p541-49 Oct 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143); REVIEW LITERATURE (070)
Findings indicate that wives attempt to treat husbands' alcoholism at home long before they seek professional help. Wives' strategies reflect their changing beliefs about alcoholism, about their marital relationships, and about their failure to cope. Home treatment strategies of amelioration under stress contribute to the stress as well. (Author/BEF)
Descriptors: *Alcoholism; Attitude Change; Behavior Patterns; *Coping; *Family Problems; *Females; Interpersonal Relationship; Males; *Problem Solving; *Spouses

EJ233875 CG519604
The Impact of the Environment on the Coping Efforts of Low-Income Mothers.
Dill, Diana; And Others
Family Relations, v29 n4 p503-09 Oct 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Frequent and severe threats to the individual's well-being, different life contexts upon which threats impinge, limited options for addressing a problem, and lack of environmental response complicate the individual's coping efforts. In most cases, these women have very little objective control over institutional forces in their lives. (Author)
Descriptors: Anxiety; *Coping; *Environmental Influences; Individual Characteristics; *Low Income Groups; *Mothers; Problem Solving; Responses; Stress Variables

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EJ233874 CG519603
Family Life and the Police Profession: Coping Patterns Wives Employ in Managing Job Stress and the Family Environment.
Maynard, Peter; And Others
Family Relations, v29 n4 p495-501 Oct 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
The coping patterns of developing self-reliance, accepting the demands of the profession, building social support, and maintaining family intergration, reported by 42 wives, were associated with specific dimensions of family functioning--interpersonal relationships, personal growth, and system maintenance. (Author)
Descriptors: *Coping; *Family Environment; Family Relationship; *Females; Interpersonal Relationship; *Police; *Spouses; *Stress Variables

EJ233863 CG519592
Work in Widowhood: A Viable Option?
Morgan, Leslie A.
Gerontologist, v20 n5 p581-87 Oct 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Relatively few widows enter the labor force, but this is due to the high percentage who are already working. Results suggest a probable overestimation of the usefulness of jobs as role replacements or income producers for widows. (Author)
Descriptors: Coping; *Displaced Homemakers; *Employed Women; Females; Gerontology; Middle Aged Adults; Role Perception; *Widowed; *Work Attitudes

EJ233796 CG519487
Divorce Counseling Guidelines for the Late Divorced Female.
Langelier, Regis; Deckert, Pamela
Journal of Divorce, v3 n4 p403-11 Sum 1980
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Offers divorce counseling guidelines for the female who divorces after 20 years or more of marriage, based on a 1977 study of late divorced female Canadians. Research emphasizes six major life adjustment areas: emotions; divorce grounds; finances and budgeting; children; life-style change; and independence. (Author)
Descriptors: *Adjustment (to Environment); Coping; *Counseling Techniques; *Divorce; *Females; Foreign Countries; Guidelines; Older Adults; Skill Development; Social Adjustment
Identifiers: *Canada

EJ231692 CG519307
Counseling Women Who Want Both a Profession and a Family.
Gray, Janet Dreyfus
Personnel and Guidance Journal, v59 n1 p43-46 Sep 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143); REVIEW LITERATURE (070)
Many women who seek to combine a demanding career and a family encounter a variety of problems and conflicts. The special problems of these women as well as research findings on effective coping strategies are reviewed. Implications of these findings for developing appropriate counseling interventions are discussed. (Author)
Descriptors: Career Guidance; *Counseling Techniques; *Counselor Client Relationship; *Employed Women; Family Relationship; Females; Literature Reviews; *Role Conflict; Role Perception; *Sex Role; Sex Stereotypes

EJ231631 CG519246
Assertiveness Training as an Intervention Technique for Low Performance Self-Esteem Women.
Stake, Jayne E.; Pearlman, Joan
Journal of Counseling Psychology, v27 n3 p276-81 May 1980
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Results indicate that assertiveness training is attractive to and effective for low performance self-esteem women. Treatment brings immediate and long-lasting improvement. (Author/BEF)
Descriptors: *Assertiveness; Counseling Techniques; *Females; Followup Studies; Individual Differences; *Intervention; *Performance; *Self Esteem

EJ229881 CG519214
The Relationship of Psychological Father Presence, Wife's Personal Qualities and Wife/Family Dysfunction in Families of Missing Fathers.
Boss, Pauline G.
Journal of Marriage and the Family, v42 n3 p541-49 Aug 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
In a family with a physically absent father, a high degree of psychological father presence relates to wife dysfunction and family dysfunction. The wife's instrumental personal qualities may be even more important in closing-out the father role and reorganizing her family. (Author)
Descriptors: Androgyny; *Coping; Family Problems; Family Structure; *Fatherless Family; Heads of Households; *Mothers; *Parent Role; *Personality Traits; Psychological Characteristics
Identifiers: *Prisoners of War

EJ227401 CG518965
Career-Related Decisions of Mothers of Infants.
Hock, Ellen; And Others
Family Relations, v29 n3 p325-29 Jul 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Mothers who were consistent in plans not to work following the infant's birth were similar in separation anxiety to mothers who changed their minds and returned to work. Inconsistent mothers were more career oriented and less positive about the maternal role. Counselors should be aware of material attitudes. (JAC)
Descriptors: Attitude Change; *Career Development; Counseling Techniques; *Decision Making; *Employed Women; Infants; Longitudinal Studies; *Mothers; *Parent Role; *Role Conflict

EJ227026 AA531744
Two Faces of Janus: Women as Parents and Providers.
Schwartz, Judy I.
Educational Horizons, v58 n3 p162-68 Spr 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Nearly all working mothers experience conflict over family and career commitments, reports the author. She presents eight strategies to change this situation. (Author/KC)
Descriptors: Coping; *Employed Women; *Family Problems; Females; *Mothers; Opinions; Role Conflict; *Social Change

EJ227025 AA531743
The Professional Woman: Coping in a Two-Career Family.
Lieber, Esther K.
Educational Horizons, v58 n3 p156-61 Spr 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
The author questioned 30 professional women--teachers, lawyers, psychologists, social workers and others--to determine how they cope with the multiple roles of wife, mother, and professional. Their responses are summarized in this article. (Author/KC)
Descriptors: *Coping; *Employed Women; Family Problems; *Females; Interviews; *Professional Personnel; Sex Differences

EJ227020 AA531738
Coping: An Overview.
Harrangue, Renee
Educational Horizons, v58 n3 p131-33 Spr 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Women always have been managers, personnel directors, long-range planners, and arbitrators in the domestic realm, but, as they assume positions of responsibility outside the home, these skills no longer can be taken for granted. The author offers suggestions to women for performing well in numerous roles. (Author/KC)
Descriptors: *Coping; *Employed Women; *Females; Opinions; Role Conflict; Self Actualization; *Stress Variables

DIALOG File1: ERIC - 66-82/FEB (Item 21 of 151) User 1210 24feb82

EJ223457 CG518638
Predictors of the Coping Behavior of Mothers of Handicapped Children.
Friedrich, William N.
Journal of Consulting and Clinical Psychology, v47 n6 p1140-41 Dec 1979
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Stepwise multiple regression analyses indicated that marital satisfaction was the best overall predictor of the coping behavior of mothers of handicapped children, accounting for 79% of the predictive ability. Other significant predictors were the child's sex and residence. (Author)
Descriptors: *Children; *Coping; *Disadvantaged; *Mothers; *Parent Child Relationship; Place of Residence; *Predictor Variables; Sex Role
Identifiers: *Marital Satisfaction

EJ223339 CG518520
Females in Male Intensive Professions.
School Counselor, v27 n4 p319 Mar 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); RESEARCH REPORT (143)
Efforts by school counselors to encourage females to enter male intensive professions are reaping rewards. A recent survey documents a promising trend for females. Data can be shown to students and parents to encourage the movement of females into professions. (Author)
Descriptors: *Career Choice; *Counseling Techniques; *Females; Higher Education; *Professional Occupations; *School Counselors; Sex Fairness; Trend Analysis

EJ223182 CG518363
Peer Social Modeling: A Tool for Assisting Girls with Career Exploration.
Motsch, Peggy
Vocational Guidance Quarterly, v28 n3 p231-40 Mar 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
This study provides information to assist counselors in helping girls with career exploration. Peer social modeling, reinforcement, and practice of modeled behavior can help girls explore traditional and nontraditional careers and learn decision making. (JAC)
Descriptors: *Career Counseling; Career Education; *Counseling Techniques; Education Work Relationship; *Females; *Group Counseling; Nontraditional Occupations; Peer Influence; Secondary Education; *Sex Bias
Identifiers: *Peer Modeling

51

EJ223011 CG518192
Woman--A Sense of Identity: A Counseling Intervention to Facilitate Personal Growth in Women.
Loeffler, Dorothy; Fiedler, Lois
Journal of Counseling Psychology, v26 n1 p51-57 Jan 1979
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140); RESEARCH REPORT (143)
An intervention was designed, implemented, and evaluated with the goal of facilitating the psychological growth of women. Focus was on increased self-esteem and competence through self-awareness, skills development, cognitive changes, and changes in overt behavior. Evaluation studies described indicate the model's effectiveness with two populations of college women. (Author)
Descriptors: Behavior Development; Change Strategies; College Students; *Counseling Techniques; *Females; *Individual Development; *Intervention; Perception; *Self Esteem

EJ221058 CG517993
A Longitudinal Study of Coping Styles in Self-Defining and Socially Defined Women.
Stewart, Abigail J.
Journal of Consulting and Clinical Psychology, v46 n5 p1079-84 Oct 1978
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
In longitudinal study of female college graduates, self-definition, measured by freshman-year Thematic Apperception Tests, predicted problem-solving and coping behavior 14 years later. Women who viewed their problems in ways that facilitated effective coping scored higher in self-definition. Women who took instrumental actions to solve their problems also scored higher. (Author/BEF)
Descriptors: College Graduates; *Coping; *Females; *Problem Solving; *Self Actualization; Self Concept; *Social Influences
Identifiers: *Thematic Apperception Test

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EJ221006 CG517941
Effect of Subliminal Stimulation of Symbiotic Fantasies on Behavior Modification Treatment of Obesity.
Silverman, Lloyd H.; And Others
Journal of Consulting and Clinical Psychology, v46 n3 p432-41 Jun 1978
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Obese women were treated in behavior modification programs for overeating. Behavior programs were accompanied by subliminal stimulation and by symbiotic and control messages. The symbiotic condition gave evidence of enhancing weight loss. This finding supports the proposition that subliminal stimulation of symbiotic fantasies can enhance the effectiveness of therapeutic interventions. (Author/BEF)
Descriptors: *Behavior Modification; *Fantasy; *Females; Habit Formation; *Intervention; Pretend Play; Responses; *Stimulus Generalization; Therapy
Identifiers: *Obesity

EJ217404 CG517583
Initiation of Group Counseling with Minority Female Adolescents.
Hunt, Portia; Smith, James P.
School Counselor, v27 n3 p192-97 Jan 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Tests an initiation procedure. Counselors report the process helpful and have adapted it to a variety of populations. The procedure appears suitable for minority adolescents and for many other adolescent populations. It addresses the reservations adolescents have about group counseling in a way that is understandable to them. (Author/BEF)
Descriptors: *Adolescents; *Consultation Programs; Cultural Context; *Females; Group Counseling; *Interviews; *Minority Groups; *Referral; Secondary Education; Teaching Methods

EJ217313 CG517492
A Nonsexist Group-Counseling Intervention: Moving toward Androgyny.
Clark-Stedman, Mary; Wolleat, Patricia L.
School Counselor, v27 n2 p110-18 Nov 1979
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Described a nonsexist group-counseling intervention program of structured small-group sessions using experiential and didactic activities. Evaluation was conducted with eighth-grade girls. A modified version of the Bem Sex-Role Inventory measured their movement toward androgyny. This format seemed appropriate for middle-school age sex-role identity development. (Author/BEF)
Descriptors: *Androgyny; *Children; *Females; *Group Counseling; Group Dynamics; *Intervention; Self Esteem; Sex Role
Identifiers: *Bem Sex Role Inventory

EJ217273 CG517452
Group Work with Widows.
Toth, Andre; Toth, Susan
Social Work, v25 n1 p63-65 Jan 1980
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Describes a group therapy program for recently widowed females, whose purpose was to allow individuals to share with each other the meaning of widowhood. A sense of group identity evolved which helped the women develop insight and courage to deal effectively with their situation. (Author/HLM)
Descriptors: *Coping; *Females; Group Counseling; *Group Therapy; *Identification (Psychology); Interaction Process Analysis; *Peer Relationship; *Widowed

EJ214607 HE512161
Goal Setting and the Career Development of Women.
Inderlied, Sheila Davis
New Directions for Education, Work and Careers, (No. 8, Enhancing Women's Career Development) p33-41 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Because of psychological barriers as well as economic and political determinants, women have difficulties in engaging in goal-setting for career structuring. Socialization, importance of goal-setting and roles, and mechanisms for change (assertive techniques, making others aware, education and self-awareness, and coping strategies) are discussed. (Author/MLW)
Descriptors: Aspiration; Assertiveness; *Career Development; *Career Planning; Coping; Fear of Success; *Females; *Goal Orientation; Higher Education; Outcomes of Education; Role Conflict; *Role Models; Self Concept; Sex Role; *Socialization

EJ210015 RC503516
The Rural Rape Crisis Center: A Model.
Davenport, Judith; Davenport, Joseph, III
Human Services in the Rural Environment, v1 n1 p29-39 Sep-Oct 1979
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Describes problems and needs of sexual assault victims in rural areas; discusses impediments to apprehension and conviction of rapists; and outlines a successful model for sexual assault services that has provided health, mental health, and supportive services to victims and assisted in the rural justice system. (DS)
Descriptors: Crime; *Crisis Intervention; *Delivery Systems; *Females; Justice; *Mental Health; Models; Program Descriptions; *Rape; *Rural Areas
Identifiers: Sexual Assault

EJ209183 CG516785
An Investigation of the Abortion Decision Process.
Shaw, Paul C.; And Others
Psychology: A Quarterly Journal of Human Behavior, v16 n2 p11-19 Sum 1979
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
This study indicates that in deciding to have an abortion many women are motivated primarily by personal and pragmatic considerations. The influence of significant others, particularly the sexual partner, seems to be an important source of support in this difficult decision. Women pay a short-term psychological price for this freedom. (Author)
Descriptors: *Abortions; *Conflict Resolution; Coping; *Decision Making; *Females; *Individual Needs; Interpersonal Relationship; *Psychological Needs

EJ207432 UD507176
Rape: It Can't Happen to Me
Chu, W.; Fong-torres, S.
Bridge, An Asian American Perspective, v7 n1 p39-42 Spr 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Cultural factors such as the family system, communication patterns and institutional racism make the impact of rape on Asian women different from its impact on other women. In this article suggestions for avoiding a rape attack on the street and at home are offered. (PMR)
Descriptors: *Asian Americans; *Counseling Services; *Family Attitudes; *Females; Language Handicaps; Opinions; *Racial Attitudes; Racial Discrimination; *Rape; Sex Education

55

EJ199226 CG516028
The Support System and Coping Patterns of the Female Puerto Rican Single Parent.
Nuttall, Ena Vazquez
Journal of Non-White Concerns in Personnel and Guidance, v7 n3 p128-37 Apr 1979
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Counselors who want to offer culturally meaningful services to Puerto Rican, single-parent women should concentrate on providing educational services. Teaching them to read and write English is most important, followed by career and vocational training for those with competence in English. (Author)
Descriptors: *Coping; *Family Relationship; *Females; Interviews; *One Parent Family; Parent Child Relationship; *Puerto Ricans

EJ190799 HE510033
Coping Styles of Women Medical Students.
Davidson, Virginia M.
Journal of Medical Education, v53 n11 p902-07 Nov 1978
Reprint: UMI
Language: ENGLISH
Role strain is discussed as it occurs in the context of presenting complaint and treatment, and issues of feminine sexuality and role adjustment are examined. It is suggested that medical schools can increase their awareness of how sex bias and institutional sexism affect the mental health and well-being of women students and can make appropriate remedies. (Author/LBH)
Descriptors: Anxiety; *Coping; *Females; Higher Education; Medical Education; Medical Schools; *Medical Students; *Sex Discrimination; *Sex Role; *Student Adjustment

56

EJ184529 CE507790
YWCA Focus on Change: A Co-operative Model
Mifflin, Rita
Learning (Canada), 1, 4, 9-10 Spr 1978
Language: ENGLISH
Discusses a program for disadvantaged mothers that enables them to make independent choices leading to work. Covers program objectives, participation barriers, funding problems, the cooperative program model (designed to meet the expectations of multiple funders while maintaining the program goals), and the social and educational context of the program. (EM)
Descriptors: *Cooperative Programs; Counseling Services; Decision Making; Disadvantaged; *Financial Support; *Models; Mothers; *Program Design; *Vocational Maturity; *Womens Education
Identifiers: Ontario (Toronto)

EJ181128 CG514430
Here To Stay? Women, Counselling, Post-Secondary Education
Macdonald, Mairi St. John
School Guidance Worker, 33, 6, 10-4 Jul 1978
Language: ENGLISH
As the number of adult students, particulary women, attending post-secondary institutions continues to increase, it is important for counselors and teachers to be aware of the needs, problems, and conflicts that these students have. This article examines some of these needs and conflicts and ways that counselors can help. (Author/JEL)
Descriptors: *Adult Education; *Adult Students; *Counseling Services; *Females; Foreign Countries; *Postsecondary Education; State Of The Art Reviews; *Student Needs
Identifiers: *Canada

EJ169327 CG513281
Designing a Counseling Program for the Mature Woman Student
Karelius-Schumacher, Karen L.
Journal of the NAWDAC, 41, 1, 28-31 F 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH
Discusses the five studies the author found most helpful in designing Women's Workshops at Antelope College, (California), a series of personal awareness seminars for mature women returning to college. Also included is a description of the exercises used in these seminars. (Author)
Descriptors: *Adult Counseling; *Adult Programs; College Students; *Counseling Services; *Females; *Helping Relationship; Higher Education; *Literature Reviews; Married Students; *Program Design

EJ167461 CG513156
Orgasm During Intercourse: A Treatment Strategy for Women
Zeiss, Antonette M.; And Others
Journal of Consulting and Clinical Psychology, 45, 5, 891-894 Oct 1977
Language: ENGLISH
A six-step treatment program for women who are inorgasmic during intercourse is described. Teaches women to associate orgasms brought on by manual clitoral stimulation with arousing thoughts about intercourse and vaginal containment of a dildo. Learning is generalized to vaginal containment of the partner's penis and thrusting movements. (Author)
Descriptors: *Behavior Modification; Case Studies; *Counseling Services; *Females; *Learning Activities; *Learning Processes; Program Descriptions; *Sexuality

EJ160174 CG512377
Married Women's Gainful Employment and Housework in Contemporary Poland
Lobodzinska, Barbara
Journal of Marriage and the Family, 39, 2, 405-415 May 1977
Language: ENGLISH
In Poland over 70 percent of married women are gainfully employed. They perform traditional female roles as wives, mothers and housekeepers, as well as the modern role of employee. Coping with both roles at the same time has important social consequences for women, such as family and career conflict. (Author)
Descriptors: *Behavior Patterns; *Employed Women; Employment Practices; Females; *Homemakers; *Marital Status; Research Projects; *Role Conflict; *Role Perception; Urban Areas
Identifiers: *Poland

EJ156854 CG512191
Community Outreach to Mature Women
Klein, Doris; And Others
New York State Personnel and Guidance Journal, 12, 1, 2-8 1977
Language: ENGLISH
The workshop described in this article was designed to meet the needs of the mature woman who has been out of the work or educational milieu for years. The focus is on helping her enlarge her vistas, explore options, and make viable, satisfying decisions about her future. (Author/HLM)
Descriptors: *Females; *School Community Programs; *Counseling Services; *Helping Relationship; *Life Style; *Decision Making; Program Descriptions; Higher Education; Student Development; Student Personnel Services; Workshops

EJ156418 AA525158
Adolescent Fathers: Some Implications from Recent Research on Paternal Roles
Sawin, Douglas B.; Parke, Ross D.
Educational Horizons, 55, 1, 38-43 F 1976
Language: ENGLISH
Discusses the adolescent father and the persons involved in intervention, education, and health-care delivery for adolescent parents. (Author/RK)
Descriptors: *Adolescents; *Males; *Fathers; *Role Perception; *Parent Role; Parent Attitudes; Educational Research; Social Attitudes; Parent Child Relationship; Mothers

EJ152915 AA524551
A Comparison of Outcomes in Individual and Group Counselling with Ninth-Grade Girls
Wearne, T. D.; Powell, J. C.
Alberta Journal of Educational Research, 22, 3, 254-60 Sep 1976
Language: ENGLISH
Compares and measures differences in self-concept and attitude toward school between ninth-grade girls who had received group or individual counseling over a 15-week period and girls who had not been counseled. (Author/RK)
Descriptors: *Counseling Services; *Secondary School Students; *Females; *Group Counseling; *Individual Counseling; Educational Research; Research Methodology; Tables (Data); Student School Relationship

EJ147879 CG511380
Brief Group Therapy for Women Students
Killeen, Maureen R.; Jacobs, Caroline L.
Social Work, 21, 6, 521-522 Nov 1976
Language: ENGLISH
This paper describes a program designed to recognize the special developmental problems of women students and to respond to these problems with a system of brief group therapy. The program appears to be very successful and many students are referred to it. (Author)
Descriptors: *Females; *Sex Role; *Student Personnel Services; *Counseling Services; *Group Counseling; Higher Education; Program Descriptions; Psychotherapy

EJ147870 CG511371
Helping Victims of Rape
Abarbanel, Gail
Social Work, 21, 6, 478-482 Nov 1976
Language: ENGLISH
Despite the frequency of the crime, victims of rape frequently prefer to remain silent and fail to take advantage of the services their communities may offer. In describing an effective rape-treatment program, the author suggests ways to overcome this reluctance. (Author)
Descriptors: *Crisis Intervention; *Females; *Helping Relationship; Information Dissemination; *Outreach Programs; Program Descriptions; *Rape; *Social Services; Social Work

EJ147823 CG511324
Regressive Phenomena of Graduating University Students
Dreilinger, Douglas H.; Kurtz, Theodore S.
Journal of Family Counseling, 4, 2, 58-61 F 1976
Language: ENGLISH
Based on work with university students and on the psychoanalytic literature on Separation-Individuation it is hypothesized that for certain students the university milieu becomes a surrogate family. Graduation is a trauma-ridden experience akin to expulsion from one's family and is often accompanied by regressive behavior and clinical depression. (Author)
Descriptors: *Adult Development; Behavior Patterns; *College Graduates; *Crisis Intervention; *Females; Higher Education; Psychopathology; State Of The Art Reviews; *Student Behavior

EJ147821 CG511322
Working Wife--House Husband: Implications for Counseling
Tauss, Vita
Journal of Family Counseling, 4, 2, 52-55 F 1976
Language: ENGLISH
When the husband's loss of job necessitates the wife's taking on the role of main family provider, this can be a major trauma for the whole family. This article examines ways in which the family counselor can help is resolving the crisis. (NG)
Descriptors: *Crisis Intervention; *Employed Women; Family (Sociological Unit); *Family Counseling; *Family Relationship; *Family Role; Interaction Process Analysis; Marital Instability; Role Conflict; State Of The Art Reviews

EJ144996 HE507875
Learning to Decide: New Way to Counsel Nontraditional Students
Bromfield, Sandra; Kilmurray, James A.
College Board Review, 100, 26-8,41 Sum 1976
Language: ENGLISH
Information is presented for guidance counselors dealing with adult students. Decision-making training techniques are being used in Boston to help nontraditional students get a second chance. (Editor/LBH)
Descriptors: *Adult Students; *Counseling Services; Counselor Role; *Decision Making; Females; *Higher Education; *Nontraditional Education; Postsecondary Education; Student Personnel Services; *Womens Education
Identifiers: *Nontraditional College Students

EJ144396 CG510930
Emerging Truths on the Psychology of Women, As through a Glass Darkly
Evans, Dorothy A.
Counseling Psychologist, 6, 2, 60-62 1976
Language: ENGLISH
Review contain a wide variety of perspectives on how sex role stereotyping limits the psychological growth and development of women, and on how the apparent limitations may be redressed by different kinds of intervention strategies. (Author)
Descriptors: *Psychotherapy; *Counseling Theories; *Females; *Sex Stereotypes; *Stereotypes; *Intervention; Feminism; Needs Assessment; Role Conflict; State Of The Art Reviews; Helping Relationship

EJ144288 CG510822
Coping Repertoires of Families Adapting to Prolonged War-Induced Separations
McCubbin, Hamilton I.; And Others
Journal of Marriage and the Family, 38, 3, 461-471 Aug 1976
Language: ENGLISH
Coping with husband absence, an enigma of family life in the military, stimulated questions as to how wives endure hardships engendered by war-induced separations. The investigators studied the adjustment of 47 families of servicemen missing in action. Findings are explained in terms of psychological and sociological theories of coping. (Author)
Descriptors: *Females; *Heads of Households; *Fatherless Family; *Military Personnel; *Adjustment (To Environment); *Family Relationship; Armed Forces; Family (Sociological Unit); Behavior Patterns; Research Projects
Identifiers: *Coping With Separation Inventory (CSI)

61

EJ143892 SP504771
Women's Worry Clinic
O'Conner, Constance
Parks and Recreation, 11, 6, 22-3 Jun 1976
Language: ENGLISH
Some local mental health organizations and park and recreation agencies have joined forces to help women with problems. (SK)
Descriptors: *Mental Health Programs; *Mental Health Clinics; *Counseling Services; *Anxiety; *Females; Recreational Programs

EJ141264 EC032083
A Multidisciplinary Approach to the Treatment of Child Abuse
Fontana, Vincent J.; Robison, Esther
Pediatrics, 57, 5, 760-4 May 1976
Language: ENGLISH
Descriptors: *Child Abuse; Child Neglect; Disadvantaged Youth; Exceptional Child Services; Interdisciplinary Approach; Intervention; *Mothers; *Prevention; *Program Descriptions; Residential Programs; *Therapy

EJ140515 UD504397
Sex Discrimination in Counseling
Pendergrass, Virginia E.; And Others
American Psychologist, 31, 1, 47-52 Jan 1976
Language: ENGLISH
Among the issues discussed are the following: the process of protest, recognition of the problems and decision to act, academic women and unions, legal suits, personal counseling during discrimination actions, special problems of black women; isolation from the community and isolation from white women. (Author/AM)
Descriptors: Blacks; *Counseling Objectives; *Counseling Services; Court Litigation; *Females; Feminism; *Individual Counseling; Minority Groups; Services; *Sex Discrimination

EJ140021 SE516606
Recruiting and Keeping Women Engineering Students: An Agenda for Action
Sproule, Betty; Mathis, Harold F.
Engineering Education, 66, 7, 745-748 Apr 1976
Language: ENGLISH
Discusses a survey of the techniques used by 29 engineering colleges to recruit and keep women engineering students. (MLH)
Descriptors: *Dropout Prevention; *Engineering Education; *Females; *Higher Education; *Recruitment; College Science; Educational Programs; Engineers; Program Descriptions; Surveys

62

EJ127436 CG509459
Reachout: Treating Mental Health Problems in Middle-Aged Women
Shishkoff, Muriel M.
Journal of the NAWDAC, 39, 1, 32-36 Fall 1975
Language: ENGLISH
This article describes a funded project designed to utilize the potential of the Women's Opportunities Center, University of California, Extension, Irvine to develop a supportive, self-help, mental health program for middle age women. The program, which utilized peer-group counseling was funded only for one year but seems to have been successful. (Author/EJT)
Descriptors: Community Services; *Counseling Services; *Females; Helping Relationship; Individual Needs; Life Style; *Mental Health Programs; *Middle Aged Adults; *Peer Counseling; Program Descriptions

EJ125684 CG509344
Orientation to College: Meeting the Needs of Mature Women
Powell, Joann; Rodgers, Anne
Journal of College Student Personnel, 16, 5, 432 Sep 1975
Language: ENGLISH
Describes an orientation program established to aid returning women students over the age of 25. The program's purpose is to acquaint women with the facilities of the school and to discover the needs and problems of women returning to school. (EJT)
Descriptors: Adjustment (To Environment); *Counseling Services; *Females; *Orientation; Postsecondary Education; Program Descriptions; Student College Relationship; *Student Needs; Student Personnel Services; *Womens Education

EJ124436 HE506710
Support Groups for Women in Medical School: A First-Year Program
Hilberman, Elaine; And Others
Journal of Medical Education, 50, 9, 867-75 Sep 1975
Language: ENGLISH
Presents a group counseling program model for first-year women medical students used successfully at the University of North Carolina School of Medicine. Includes discussion of role conflicts, techniques for conflict resolution, and program evaluation. (JT)
Descriptors: Conflict Resolution; *Counseling Services; *Females; *Group Counseling; Higher Education; *Medical Education; *Medical Students; Program Descriptions; Program Evaluation; Role Conflict

EJ118810 CE503096
Coping With Role Conflict: My Story
Harris, Ruth D.
Illinois Teacher of Home Economics, 18, 5, 280-4 May/Jun 1975
Language: ENGLISH
Descriptors: *Educational Needs; *Employed Women; Family Influence; Females; Home Economics Education; *Home Management; Males; *Occupational Aspiration; *Role Conflict; Social Change

EJ117135 CG508531
Mothers As Family Change Agents
Reiter, Gregg F.; Kilmann, Peter R.
Journal of Counseling Psychology, 22, 1, 61-65 Jan 1975
Language: ENGLISH
The impact of a seven-week counseling program for mothers on the perceptions and behavior of family members was investigated. The experimental families reflected a significant increase in the number of positive responses and a significant decrease in the number of negative responses used by the three family members. (Author)
Descriptors: Behavior Change; *Change Agents; Communication Problems; *Counseling Services; *Family (Sociological Unit); *Mothers; Parent Child Relationship; *Parent Influence; Research Projects
Identifiers: *Family Concept Q Sort

EJ111043 EC070749
Teacher-Mom Intervention with Academic High-Risk Preschool Children
Abbott, John C.; Sabatino, David A.
Exceptional Children, 41, 4, 267-8 Jan 1975
Language: ENGLISH
Descriptors: Disadvantaged Youth; Exceptional Child Research; *Intervention; Learning Disabilities; *Mothers; Parent Role; Perceptual Development; *Perceptual Handicaps; *Visual Perception; *Young Children

EJ105594 CG507877
Rape Victim Counseling: The Legal Process
Burgess, Ann Wolbert; Holmstrom, Lynda Lytle
Journel of the NAWDAC, 38, 1, 24-31 F 1974
Language: ENGLISH
This paper focuses on the counseling framework developed for the Victim Counseling Program for post-rape victims, the steps in the judicial process, reactions of victims to court, and victim counseling techniques during the court process. Presented at NAWDAC Conference, Chicago, April, 1974. (Author/PC)
Descriptors: *Counseling; Counseling Theories; Crime; *Crisis Intervention; *Females; *Legal Aid; *Rape; Violence

EJ068877 EA503193
A Model of Coping with Role Conflict: The Role Behavior of College Educated Women
Hall, Douglas T.
Administrative Science Quarterly, 17, 4, 471-486 Dec 1972
Language: ENGLISH
Presents a model of role conflict coping behavior that is based on three levels in the role process: structural role definition, personal role redefinition, and reactive role behavior. Using the results of a survey of college educated women, 16 behavioral strategies are identified and classified. The relationship between coping behavior and satisfaction is explored both in bivariate and moderator analyses. (Author/DN)
Descriptors: *Adjustment (to Environment); *College Graduates; Employed Women; *Females; Homemakers; Models; Mothers; *Role Conflict; Role Perception; *Role Theory

EJ061507 CG504787
Counseling for Women Who Seek Abortion
Smith, Elizabeth M.
Social Work, 17, 2, 62-68 Mar 1972
Language: ENGLISH
Concerned professionals in various parts of the country have formed crisis-oriented counseling services to meet the needs of women who request abortions. This article presents information obtained from a sample of women seeking abortions and discusses the counselor's role in the decision making process. (Author)
Descriptors: *Abortions; *Counseling; *Counseling Services; Counselor Role; Counselors; Crisis Intervention; *Females; *Pregnancy

EJ036067 CG502719
Please, Mother, I'd Rather You Did It Yourself: Training Parents to Treat Their Own Children
Clement, Paul W.
Journal of School Health, 41, 2, 65-69 Feb 1971
Language: ENGLISH
This article presents advantages gained in having parents act as behavior therapists with their problem children and explores several case studies making use of varied intervention strategies. Presented at Western Psychological Association, Los Angeles, April 1970. (CJ)
Descriptors: *Behavior Change; *Behavior Problems; Consultation Programs; Home Programs; *Intervention; *Mothers; Parent Child Relationship; Parent Participation; *Parent Role; Reinforcement

EJ034002 PS500836
Educational Intervention at Home by Mothers of Disadvantaged Infants
Karnes, Merle B.; And Others
Child Development, 41, 4, 925-35 Dec '1970
Language: ENGLISH
Descriptors: Disadvantaged Youth; *Home Programs; *Infants; *Intervention; *Mothers; Parent Role; *Preschool Education; Program Descriptions; Testing

EJ031824 RC500435
Counseling for Socially Withdrawn Indian Girls
Armstrong, Robert L.; Holmes, Barbara
Journal of American Indian Education, 10, 2, 4-7 Jan '1971
Language: ENGLISH
Descriptors: *American Indians; *Counseling Services; *Females; *Group Guidance; High School Students; *Individual Development

EJ021105 AA506591
Denver Doesn't Quit on Problem Students
Von Ende, Zoe
Amer Educ, 6, 5, 18-22 Jun '1970
Language: ENGLISH
Teen-age girls can be helped to solve their problems and reduce their hostility towards adults through the aid of an understanding counselor, who will neither breach their confidences nor scold them for their attitudes. (CK)
Descriptors: *Counseling Services; Drug Abuse; *Females; Mothers; *Parent Participation; *Secondary School Students; *Student Attitudes

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ED202495 JC810216
Community College Vocational Education 1980's: Crucial Variables and Faculty Growth.
Landis, Jeanne T.
25 Mar 1981 21p.; Paper prepared for the Annual Community College Research Conference (Monterey, CA, March 25-27, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)
Geographic Source: U.S.; California
Journal Announcement: RIEOCT81

After examining societal factors that shape the role of vocational education, this paper presents instructional delivery and faculty development models designed to meet the vocational education needs of contemporary society. The report first identifies, as part of a model for educational viability, three forces affecting vocational programming: society's demands for a trained workforce, the individual's demands for fulfilling employment and upward mobility, and the subject matter taught in response to the demands of both. The interaction of these forces is then examined in an historical review of the development of vocationalism in American higher education. A discussion follows of forces currently affecting vocational education, including increasing fiscal conservatism and the diversity of students and their needs and demands. The paper then presents four models for increasing educational effectiveness: (1) a student achievement model, which depicts student success as a function of his/her ability to define and work toward personal goals; (2) a model for individualized instruction, which gears the instructional and adjunct operations of a college toward meeting the learning objectives of students; (3) a counseling model designed to increase retention by helping the student to set and achieve realistic goals; and (4) a faculty growth model, which provides incentives and support. Diagrams illustrate the models. (JP)

Descriptors: *Academic Achievement; Access to Education; College Faculty; *Educational Counseling; Educational History; Educational Trends; *Faculty Development; *Individualized Instruction; Models; Social Stratification; Socioeconomic Influences; Student Educational Objectives; Two Year Colleges; Two Year College Students; *Vocational Education

ED207450 HE014399
Nontraditional, Female, Commuter Students: Coping with College.
Rogers, George W., Jr.
.1981 9p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Kentucky
Journal Announcement: RIEFEB82

The unique needs of nontraditional, female, commuter students at Northern Kentucky University were examined as a result of active recruitment of nontraditional students in the dwindling market for traditional college students. Women over the age of 25 are entering Northern Kentucky University, bringing unique personal and career problems. Problem areas include: (1) an undue amount of self-inflicted pressure to have all A grades, (2) test anxiety, and (3) a lack of emotional and/or physical support from family members. Northern Kentucky University is attempting to be supportive by offering counseling on realistic academic goals for persons whose academic skills may be rusty from lack of use; on reduction of test anxiety through rational-emotive therapy, relaxation training, systematic desensitization, and the Learning Assistance Center with reading, writing, mathematics, and study skill tutoring; and on family support of the female returning to the campus. A family meeting or council may be necessary as a period of exchanging ideas and as a time to outline goals, dreams, and the need for family support. It is argued that the nontraditional student needs an extensive period of orientation to college with an emphasis on setting realistic academic goals. In addition, campus support groups and counseling groups may be useful for intervention with possible family difficulties resulting from this quest for higher education. The students who can take hold of their lives, realistically evaluate their skills and capabilities, and utilize campus resources can probably overcome most adversities and make their college experience both positive and fruitful. (CC)

Descriptors: Adult Students; *Coping; Family Counseling; *Females; Higher Education; *Nontraditional Students; Relaxation Training; *Student Adjustment; *Student Personnel Services; Test Anxiety; Womens Studies

ED205157 HE014267
Coping Behavior Patterns of College Women.
Hughes, Robert, Jr.; And Others
Sep 1980 30p.; Paper presented at the Annual Meeting of the American Psychological Association (Montreal, Canada, September 1980).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Texas
Journal Announcement: RIEDEC81

A process theory of coping developed largely by Robert F. Peck (one of the authors), a sentence completion instrument, and data concerning the manner in which college women cope are considered. Peck proposes that a person going through optimal coping confronts the problem, attempts one or several types of activities in order to resolve the situation, persists in obtaining a solution, and generally resolves the problem in an effective and self-satisfying manner. A semi-projective instrument consisting of 34 sentences that pose the following five types of problems was developed: achievement, interpersonal relations, authority, aggression, and anxiety. The instrument is scored by categorizing the responses according to dimensions such as overt problem solving, emotional expressiveness, aggressive response, and attempt to control affect. The categories are then evaluatively scaled on the dimensions of confrontation, engagement, and coping effectiveness. To assess coping in adults with this instrument, a group of college women, mostly junior and senior education majors, were asked to complete the instrument on two occasions five weeks apart, as well as to complete questionnaires about achievement motivation, personality characteristics, and their interpersonal interaction style. It was found that the instrument is reliable and has utility for the assessment of coping. Additionally, it was found that women who were pursuing a somewhat typical female occupational goal (elementary and secondary school teaching) demonstrate a broad range of coping, from highly adaptive problem solving to marginal adaptation, noncoping, or avoidance, denial. Good copers exhibited work values associated with high achievement, and personality characteristics such as internal locus of control. (SW)

Descriptors: Achievement; Affective Behavior; Aggression; Behavioral Science Research; *College Students; *Coping; Education Majors; *Females; Higher Education; Interpersonal Competence; Measurement Techniques; *Personality Measures; Personality Traits; *Problem Solving; *Psychological Characteristics; Questionnaires; Stress Variables; Student Adjustment

ED204953 EC133524

Evaluation of a Home Based Prevention Project for High Risk Infants Whose Parents Are Mentally Retarded: Preliminary Report/Project ESPIRIT.

Flory, Robert H., Jr.

Apr 1981 14p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (59th, New York, NY, April, 1981, Session W-53). For related document, see EC 133 525.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEDEC81

The paper reports on the evaluation of Project ESPIRIT (Educational System in Parenting for the Retarded with Infants and Toddlers), a home based program for normal children of retarded mothers. Research problems are cited, such as instability of the experimental group. Preliminary results of analysis of four treatment variables and the criterion measure, the Bayley Scales of Infant Development (BSID), indicated that the BSID for seven project infants remained at or above the statistical average of the test for all three administrations. In addition, investigation of time utilization indicated a steady improvement in how available project and client time was used. (CL)

Descriptors: Infants; *Mental Retardation; *Mothers; Parent Education; *Prevention; *Program Effectiveness; Young Children

Identifiers: At Risk (for Handicap); *Mentally Retarded Parents; *Project ESPIRIT

ED203228 CG015211

Growing Up Female: Aspects of Development in Adolescent Groups.

Castor-Lewis, Carla; Styczynski, Lyn E.

Sep 1980 9p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: GENERAL REPORT (140); CONFERENCE PAPER (150)

Geographic Source: U.S.; Massachusetts

Journal Announcement: RIENOV81

This paper describes a model for an adolescent girls group used as an adjunctive therapy to focus on the issue of maturity. Background information about the group members is provided and the group is described as an ego-supportive group which functions to maintain areas of positive functioning and to aid in the development of personal resources. Interventions focusing on the issues of identity, autonomy and relationships are discussed and methods used by the group to address goals and to promote a tolerable level of anxiety are presented. The effectiveness of the model in diffusing the anxiety associated with both the issues and the process of developing increased intimacy with peers and adult leaders is detailed. Factors regarding the decision to use two female therapists as group leaders are also reviewed. (NRB)

Descriptors: *Adolescents; *Counseling Effectiveness; Developmental Stages; Emotional Adjustment; *Females; Group Dynamics; *Group Therapy; Individual Development; *Interpersonal Competence; *Intervention; Models; Psychosomatic Disorders; Sexuality; Youth Problems

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ED201563 SO013311
Curriculum Intervention Program to Expand Middle School Pupils' Sex Role Perceptions and Decision-Making.
Scott, Kathryn P.
13 Apr 1981 31p.; Paper presented at Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13, 1981).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; California
Journal Announcement: RIESEP81

This paper evaluates a program designed to help middle school students develop confidence and skill in decision making regarding their sex roles and achievement goals. Specific purposes of the program (called the Self Concept and Decision Making Middle School Curriculum Program) were to help students experience expanded self-concepts in relation to their identity as females and males, enjoy increased ability and confidence in making decisions for themselves, and exhibit fewer stereotypic attitudes toward particular school subjects. Students were involved in a variety of activities in four subject areas--math, language arts, social studies, and science. Activities, focusing on personal and group decision-making skills, included (1) a social studies unit in which students found out how rules changed over time and how people can choose and define their roles, (2) a language arts unit in which students compared and analyzed female and male language, (3) a unit on collecting and interpreting quantitative data while examining economic and career-related issues about females and males, and (4) a science unit on female and male characteristics from the point of view of genetics and environment. Test scores and attitude inventory results of 630 students who participated in the program were compared with scores of 234 students in control schools. Findings indicated that program participants made achievement gains in the content of the curricular components and acquired more flexible perceptions of occupational, school, and family roles for females and males. The conclusion is that a middle school curriculum program can have a significant effect on pupil's achievement, sex role perceptions, and decision making. (DB)

Descriptors: Academic Achievement; *Decision Making Skills; Educational Needs; Educational Objectives; Educational Practices; Educational Research; *Equal Education; *Females; Junior High Schools; *Males; Middle Schools; Program Evaluation; Secondary Education; Sex Bias; *Sex Role; *Student Attitudes

ED200841 CG015073
Group Treatment for Adolescent Girls in Incestuous Families.
Siegel, Ken
Sep 1980 10p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: GENERAL REPORT (140); PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)
Geographic Source: U.S.; Virginia
Journal Announcement: RIESEP81

A program for treating the incestuous family is presented which concentrates on group treatment for female adolescent incest victims between the ages of 12 and 17. Two groups which have met weekly for one year are described in terms of the girls' progress. Suggestions are offered to insure treatment success, including: (1) the ideal time for referral to treatment; (2) a flexible group structure; and (3) group facilitation by both a male and female therapist to stimulate an integrated family. Behavioral stages and the feelings experienced during group treatment are described, with an emphasis on the primary curative components as the emotional closeness and the sense of identification generated by a warm and supportive setting. (Author/KMF)

Descriptors: *Adolescents; Behavior Patterns; Child Abuse; Counseling Effectiveness; *Crisis Intervention; *Family Problems; *Females; *Group Counseling; Parent Child Relationship; Program Descriptions; Sexuality; *Victims of Crime
Identifiers: *Incest

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ED199614 CG015035

Counseling Women Course: A Course Description.

Courtois, Christine A.

Sep 1980 9p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980). Best copy available.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; Maryland

Journal Announcement: RIEAUG81

This paper describes a university course on counseling women designed to provide an integration of: (1) a general cognitive understanding of women along psychological, physiological, sociological, and developmental dimensions; (2) a recognition and understanding of cognitive-developmental theory as a framework within which to counsel women; and (3) counseling strategies for working with a female population. Emphasis is on the importance of developing each class member's personal awareness of the issues related to women and their roles in society. The cognitive-developmental basis of the course is presented and its influence on the course is described, including the encouragement of students to assess their own cognitive development and to view the subject matter from a broad perspective. The theoretical foundations of the course and the developmental instruction model used in its design are discussed. The history of the course is briefly reviewed and the application of the course process design to other settings is recommended. A course outline is also provided. (NRB)

Descriptors: *Adult Development; Cognitive Development; Counseling Services; *Counseling Techniques; Course Descriptions; *Developmental Psychology; *Females; Higher Education; Perspective Taking; Student Development; *Teaching Methods; *Womens Studies

ED199584 CG015005

Support from Family and Friends: What Helps the Widow?

Bankoff, Elizabeth A.

Nov 1980 13p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (33rd, San Diego, CA, November 21-25, 1980).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEAUG81

Much of the research on bereavement and its consequences fails to account for social network factors. A sample of widows participated in a comprehensive national study to determine factors that enhanced or lessened their psychological well-being shortly after the death of their husbands, and over time. Two groups responded, those in the Crisis Phase, i.e., widowed for less than 18 months, and those in the Transition Phase, widowed between 19 months and 3 years. Widows who reported remarriage or a lack of grieving were excluded. Bradburn's Affect Balance Scale was used to measure psychological well-being in terms of support sources. Results indicated that widows in the Crisis Phase benefitted most from parental support, followed by support from widowed or single friends. As problems and adjustment tasks of widows varied through the phases of widowhood, so did her support needs and salient support sources vary. (Author/KMF)

Descriptors: *Adjustment (to Environment); Coping; *Death; Depression (Psychology); Displaced Homemakers; Emotional Problems; Family Influence; *Family Role; *Females; Friendship; *Grief; *Widowed

Identifiers: *Support Systems

ED199582 CG015003

The Rape Victim and Her Social Support System.

Webb, Carol

Sep 1980 23p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Georgia

Journal Announcement: RIEAUG81

Few counseling services are available to or utilized by rape victims, which implies that many women turn, instead, to their social networks for support. Research literature suggests that anxiety is reduced and coping skills are enhanced when a victim uses her interpersonal social network for support. Unfortunately, many women have the same attitudes toward rape that are held by society, i.e., that rape is precipitated by the victim, and they are hesitant to tell persons in their social networks about their assault. Data from a rape crisis center revealed that most victims planned to tell at least one other person about the rape incident and that a significant relationship existed between plans to tell others and subsequent success in followup counseling. The results suggest that the family has a significant impact on rape victims; family members are most often turned to for support, yet are the most difficult individuals with whom to discuss the rape. For most women, the crisis intervention contact is the only contact she will experience with a trained counselor. It is important that the counselor, in addition to offering professional counseling, encourage the victim to use her social network for support. The new emphasis on the social support system of the victim can help the woman in her recovery process. (RNB)

Descriptors: Attitude Change; *Coping; Counseling Services; Counselor Client Relationship; *Crisis Intervention; Emotional Response; *Family Influence; *Females; *Rape; Social Attitudes ; State of the Art Reviews

Identifiers: *Support Systems

ED198440 CG014974

Life Satisfaction and Perceived Role Competence in Single Parent Divorced Women.

Kazak, Anne E.

Mar 1980 11p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (26th, Washington, DC, March 26-29, 1980). Best copy available.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEJUL81

The single-parent, woman-headed, post-divorce family has become an increasingly prevalent family form and one which merits further research attention in order to identify competencies and stresses characteristic of this lifestyle. The life situations of a sample of women (N=47) were investigated in terms of their perceived levels of competence in three life roles (parent, social participant, self-supporter). Their role-specific perceived competencies were related to evaluations of life satisfaction. Subjects were interviewed in their homes and administered a battery of self-report instruments. Results suggest that the parenting role is clearly an area of high perceived competence. Most women felt least competent in the self-support role, while the social participant role was also an area of diminished perceived competence. Greater specificity of the roles examined would yield more detailed data for understanding the stresses and strengths in the family of single parent divorced women, and is recommended. (Author/KMF)

Descriptors: Competence; Coping; *Divorce; Family Structure; *Fatherless Family; *Females; *One Parent Family; Parent Child Relationship; Parent Role; *Quality of Life; Role Conflict; *Role Perception; Stress Variables

ED198380 CE028102
How About a Little Strategy? An Idea Book for Mothers in School or Training.
Paull, Barbara I.
KNOW, Inc., Pittsburgh, Pa.
1980 41p.
Sponsoring Agency: Women's Educational Equity Act Program (ED), Washington, D.C.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CLASSROOM MATERIAL (050); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEJUL81

This guidebook was developed to aid mothers who are attending school or training programs and also have preschool or school-age children at home, to find new approaches to their complicated life situations. Based on the experiences of 215 women in Allegheny County Pennsylvania (Pittsburgh), the booklet describes some of the problems they faced as they went through their educational programs, and shows some of the practical, workable ways in which they attacked their problems, i.e., their strategies. The guide is divided into two sections. Section 1 describes six "case histories" of women in various marital, family, income level, and social status situations (composites drawn from many women in these categories), and relates their problems with money, child care, relationships to husbands and other family members; it then shows how they are coping and makes suggestions about how they could attack their problems more effectively. Part 2 presents some ideas for women preparing to start an educational program. Topics covered include choosing a school or training program, financial help, child care, choosing a career, and support networks. Names and addresses of potentially helpful organizations, as well as suggested references, are provided. The book concludes with a list of model programs for school administrators, counselors, trainers, and teachers that address the needs of women. (KC)

Descriptors: Adult Education; Adult Students; Career Choice; Child Caregivers; Child Rearing; Citations (References); *Coping; Divorce; Educational Planning; Family Life; *Family Problems; Family Relationship; Females; *Financial Problems; Homemakers; Marital Status; Married Students; Models; *Mothers; Postsecondary Education; *Problem Solving; Resource Materials; Spouses; Student Financial Aid; Student Problems; Student School Relationship; Training Methods; *Womens Education

Identifiers: Pennsylvania (Allegheny County)

ED197250 CG014897
Women's Lives: New Theory, Research and Policy.
McGuigan, Dorothy G., Ed.
Michigan Univ., Ann Arbor. Center for Continuing Education for Women.
1980 436p.
Sponsoring Agency: Ford Foundation, New York, N.Y.
Available from: University of Michigan, Center for Continuing Education of Women, 330 Thompson Street, Ann Arbor, MI 48109 ($6.00)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: CONFERENCE PROCEEDINGS (021); REVIEW LITERATURE (070); RESEARCH REPORT (143)
Geographic Source: U.S.; Michigan
Journal Announcement: RIEJUN81

This book is a compilation of papers reporting and interpreting new research on women presented at the 1979 conference, "Women's Life Cycle and Public Policy," held at the University of Michigan. The papers focus on ways that women's lives may differ from men's, and on adaptations, both individual and social, that may encourage equal participation and satisfaction in society. The materials are divided into nine sections: (1) women's development (life-cycle theories); (2) women's involvement in multiple roles; (3) stages in family life (individual development of men and women); (4) issues in the workplace; (5) changes, transitions, and crises; (6) life satisfaction (well-being); (7) women and health; (8) women's education; and (9) women's lives and public policy. A brief index and information about each author is provided. (Author/CS)

Descriptors: Coping; Cultural Influences; Developmental Stages; *Employed Women; Family Life; *Females; Feminism; *Life Style; Mothers; *Public Policy; *Sex Role; Social History; *Womens Studies

DIALOG File1: ERIC - 66-82/FEB (Item 80 of 151) User 1210 24feb82

ED197239 CG014886
The Working Woman and Self-Concept: A Growing Ambivalence.
Wellington, Jean
Sep 1980 11p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIEJUN81

In this document, personal experiences in counseling working women are recounted to add the dimension of personal ambivalence to the body of knowledge about discrimination against women, particularly the weak self-concept of women vis-a-vis their position in the work force. The paper begins with a discussion of role learning, in which women exist in a double bind which forces them to choose between being a healthy woman and a healthy human being, with the result that many women devalue themselves. Women's self-concept in relation to work is outlined in four categories of ambivalence: (1) guilt over allegiance to the wife/mother role; (2) allegiance to the feminist version of the correct female role; (3) self-identity and self-concept; and (4) the need to be validated by men. Illustrative anecdotes from case histories are presented with a description of treatment methods, consisting of exploring personal value systems relative to an ambivalent self-concept in the working world, and making choices between conflicting values. (CS)

Descriptors: *Counseling Techniques; *Employed Women; Females; Feminism; Life Style; Mothers; *Self Concept; *Sex Role; Social Values; *Values Clarification; *Work Attitudes

ED195652 CE026446
PROBE: Toward Meeting the Needs of the Reentry Woman.
Gentzler, Rie
Pennsylvania State Univ., Middletown, Capitol Campus.
1980 15p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEMAY81

PROBE, Potential Reentry Opportunities in Business and Education, is a program designed to assist people, primarily women, who are reentering the labor force or school after working in the home for a number of years. Funded by the Higher Education Act, Title I, and administered by The Pennsylvania State University, PROBE is based in Dauphin County Library, Harrisburg, Pennsylvania. The program has two primary components. The counseling/networking component includes information/referral counseling, a job availability service, a resource center, workshops, and support groups. The business/industry component consists of employer contact, information sharing luncheons, and seminars. During the first year (May 1978-April 1979) contact has been made with approximately 850 people. The majority of participants have been women. More women than anticipated have recent job experience, but they want or need job or career changes. PROBE is seen by these participants as being able to help by (1) giving information, (2) one-to-one counseling, and (3) job hunting, self-awareness, job survival, and family engineering workshops. (Author/YLB)

Descriptors: Adults; Career Change; *Counseling Services; Employed Women; Employers; *Employment Opportunities; *Employment Services; *Females; *Information Services; Participation; Program Descriptions; *Reentry Workers; Resource Centers; Vocational Education; Womens Education; Workshops

Identifiers: *PROBE Program

ED195621 UD021042
Building Informal Support Networks for Parents in a High Risk Community.
Hodgson, Susan
Sep 1979 21p.; Paper prepared for the Annual Convention of the American Psychological Association (87th, New York, NY, September 1979).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: Canada; Ontario
Journal Announcement: RIEAPR81

This paper describes a child/parent center for mothers and preschoolers, the Child in the City Programme, which was developed at the University of Toronto. First, the context within which the center was developed is presented: The neighborhood in which the center is located is considered high risk because of the great degree of social isolation; social services have not been successful in the area; and government policy recognized the need for developing alternative social support systems like the center. Next, the center itself is described. The two-stage program emphasizes the provision of support for mothers of young children so they can take advantage of opportunities outside their homes. The center also has staff to support other efforts to provide services to parents. The final section of this paper reports on a pilot evaluation of the program. Data were collected through interviews with mothers who were participating in the program. The findings indicated that some objectives of the program are being met effectively. Positive changes in mental health, physical health, and amount of participation in the community by mothers increased as length of time in contact with the center increased. Tables of data are appended. (MK)

Descriptors: *Counseling Services; Foreign Countries; *Health Services; Interviews; Mother Attitudes; *Mothers; Outreach Programs; Parent Counseling; *Preschool Children; Program Descriptions; Program Evaluation; *Psychological Services
Identifiers: Canada

ED194826 CG014767
A Life Planning Program for the Working Woman.
Aanstad, Judy; Borders, DiAnne
1980 19p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Atlanta, GA, March 26-29, 1980).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)
Geographic Source: U.S.
Journal Announcement: RIEAPR81

This presentation describes a course, "Lifework Planning," designed to help women evaluate their current job status and plan career changes commensurate with long-range life goals. The framework for the program is self-directed learning, through which women develop coping strategies for change. Participants and leaders make mutual decisions regarding course content, and participants map out individual goals. The presentation lists several characteristics of life-planning programs: (1) they are developmental, helping women to accept changes in life plans as natural outcomes of developing needs and values; (2) they promote self-confidence; (3) they are supportive, involving friends and family and the program group itself in providing feedback and encouragement; (4) they emphasize taking responsibility for one's own life; (5) they offer strategies and means for gathering information about career options and about one's own interests, abilities, and values; (6) they show participants how to use all available resources for career development; and (7) they teach such career-related skills as assertive communication, stress and time management, and goal-setting. The presentation gives examples of these program traits as they have been realized in Lifework Planning groups. The appendix provides a course outline. (Author/CS)

Descriptors: Assertiveness; *Career Development; *Career Planning; *Counseling Techniques; Courses; *Employed Women; *Females; Independent Study; Models; *Professional Development ; Program Descriptions; *Self Esteem

ED193553 CG014714
Affirmative Counseling; Developing a Course, and More.
Hemmer, Joan D.
Sep 1979 17p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1980). Best copy available.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052); CONFERENCE PAPER (150)
Geographic Source: U.S.; Minnesota
Journal Announcement: RIEMAR81
The development of a course on the counseling of women is presented with a list of core topics, the bases for counseling women. The course topics include psychological and sociological factors, developmental theory, sex-role learning, perception of the female role, bias in counseling and testing, career choice, psychopathology, group counseling, and counselor training programs. The emphasis on research identification and skill development is discussed. Guidelines for therapy with women are described in terms of: (1) socialization and sex-role development; (2) discriminatory practices; (3) the counselor's role; (4) behavioral contracting; (5) client rights; (6) career development; and (7) needs of special populations. Student reactions to the course as well as obstacles encountered in teaching such a course are indicated. (Author/HLM)
Descriptors: Career Development; *Counseling Techniques; *Counselor Client Relationship; Counselor Educators; *Counselor Training; *Course Content; Course Descriptions; *Females; Feminism; Higher Education; Role Perception; *Sex Role; Therapy

ED193541 CG014692
Identities and Lifestyle Adaptations of Never Married Women.
Burnley, Cynthia S.
Aug 1979 16p.; Paper presented at the Annual Meeting of the Society for the Study of Social Problems (Boston, MA, August 24-27, 1979).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Tennessee
Journal Announcement: RIEMAR81
Interviews were conducted with 30 single women between ages 30-40 in an investigation of the life styles of never-married women. Two-thirds of the respondents reported that, as teenagers, they had established approximate ages for marriage; most expected to be married by age 25. Women who expect to marry see single life as temporary, and may delay making life changes that could be affected by future marriage. By age 30, two-thirds of the respondents had changed their perceptions on the likelihood of marriage. Although marriage remained a possibility, most respondents saw it as less likely than in the earlier past. Many changed their life styles as they approached age 30. A return to school was the modal form of change. Singles are often asked to account for why they have not married. The reasons they give depend on the person asking, the situation, and their satisfaction with life. Most are happy with their present life styles and anticipate adjusting to being single as they get older. A few anticipate that lack of companionship might lower future life satisfaction. (NRB)
Descriptors: *Adjustment (to Environment); Aging (Individuals); Coping; *Expectation; *Females; Interviews; *Life Style; *Marital Status; *Personality Traits; Reentry Students
Identifiers: *Satisfaction

ED192176 CG014619
Adult Counseling for Sex Equity in Post-Secondary Education.
Parker, Delores; Eliason, Carol
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; Far West Lab. for Educational Research and Development, San Francisco, Calif.
Jul 1980 57p.
Sponsoring Agency: National Inst. of Education (ED), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Contract No.: 300-77-0535; 400-78-0005
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); ERIC PRODUCT (071)
Geographic Source: U.S.; California
Journal Announcement: RIEFEB81
This monograph concerns the role of the student personnel worker in counseling adult students, especially female students. Reasons why women return to college and their utilization of a student personnel department are reviewed. An analysis of admission requirements for adult students and an outline of institutional activities that promote sex equity are included. Specific recommendations are made for changes that will enhance educational opportunities for women in higher education. It is suggested that colleges must update admissions practices to eliminate barriers for women, employ women as successful role models, design special programs for women, and change existing attitudes and biases regarding the education of women. The appendix contains modules for counselor training workshops that promote sex equity. (NRB)
Descriptors: Admission Criteria; Adu Students; Attitude Change; *College Programs; College Students; *Counseling Services; *Counselor Role; *Females; Higher Education; Postsecondary Education; *Sex Fairness; State of the Art Reviews; *Student Personnel Workers; Workshops

ED190777 CE026122
Coping and Adaptation in Midlife Dual Career Families.
Wilk, Carole
Sep 1979 35p.; Paper presented at the American Psychological Association Annual Convention (87th, New York, NY, September 1979).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEJAN81

Findings are presented from a study of the midlife dual career family (in which both members of the couple are professionally employed and are highly committed to their work, and where there may or may not be children present). Focus is on the attitudes, perspectives, and personality characteristics of the dual career wife, and distinction is made between the woman who has been in a continuous career pattern since her 20s and the midlife woman who is newly entered into a professional career. Data referred to throughout the discussion is drawn from a series of in-depth case studies of dual career families which included twenty-three people (eighteen of them women) who ranged in age from twenty-two to fifty-two and in education from high school equivalency to Ph.D. Three issues (commor themes, tasks, and dilemmas) are examined which relate to intrapsychic development: (1) emergence of contrasexual opposites (independence vs. interdependence), (2) transition to the second half of life, and (3) awareness of death. The other three issues dealt with examine individual development as related to the larger social structure: (4) the additive nature of the dual career woman's concept of career, (5) relationship to aging parents, and (6) midlife women's view of other women. Finally five strategies of coping and adaptation identified from the case material are described: structural changes occur in the traditional marriage pattern, one or both partners take up a stagnant position in terms of growth, one or both partners assume a regressive position, marriage system dissolves, and enhanced opportunities are found for growth and individualism for both partners. (JT)

Descriptors: Adult Development; Adults; Attitudes; *Coping; Developmental Tasks; Employed Parents; *Employed Women; Family (Sociological Unit); *Family Relationship; Family Structure; Females; *Individual Development; Middle Aged Adults; *Personality Traits; Role Perception; Sex Role; Work Attitudes
Identifiers: Dual Career Families

ED187423 PS010629
Intervention to Improve Mother-Infant Interaction and Infant Development.
Crittenden, Patricia M.; Snell, Martha E.
1979 27p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Virginia
Journal Announcement: RIEOCT80

The relationship between aspects of mother-infant interactional behavior (vocalization, smiles, mutual eye contact, and facing position) and the infant's developmental level was investigated through both observation and intervention efforts. A sample of 33 primiparous mothers (mean CA of 22 years) from low income families and their infants (mean CA of 8 months) were videotaped during interactions with each other. Analysis showed that maternal position during interaction (facing, partially facing, or behind the infant) was strongly related to the frequency of maternal interactional behavior and indices of infant language and cognitive development. Intervention to teach mothers to use the facing position showed that change in position was related to increases in both maternal interactional behavior and infant development. The intervention involved use of the videotapes, informal discussion and role play activity. The results were considered relevant for intervention with infants at risk for developmental delay, abuse, and neglect. (Author/SJ)

Descriptors: Child Development; Disadvantaged Youth; *Infants; Interaction Process Analysis; *Intervention; Low Income Groups; *Mothers; *Nonverbal Communication; *Parent Child Relationship

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ED186652 CE024998
Careers for Women in Science and Technology: A Model Treatment Program. Final Report.
DeWitt, Diane; Colasurdo, Elizabeth
Highline Community Coll., Midway, Wash.
107p.
Sponsoring Agency: Washington State Commission for Vocational Education, Olympia.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Washington
Journal Announcement: RIEOCT80
A project was conducted to design and field-test a prevocational program of recruitment, instruction, advising, counseling, and placement for women considering careers in science and technology fields. Additional objectives were to directly assist women in coping with constraints inhibiting them from entering such fields and to compile the program elements and project results into a useful, transportable guide for other institutions of higher education in the state of Washington. A set of methods was devised to locate suitable students, increase faculty awareness of the project, identify and gain support of successful science/technology resource women in the community, and create an advising booklet. Instructional procedures emphasized the development of an integrated career counseling course that focused upon individual decision making within a supportive interpersonal environment. A pre- and post-test design was utilized that included unpublished tests, standardized tests, and case studies. By the completion of the course, approximately 68% of the 54 participants were actively planning to enter sci/tech careers. Twenty-two women were engaged in training in a sci/tech field along with an additional 10 training for other careers. Over 90% of the participants obtained a clear confirmation. Additional accomplishments pertained to increased convictions with regard to the necessity for college supportive systems as crucial for such a project and course. Revisions based on participant reactions were made and the component retested. (Author/BM)
Descriptors: Anxiety; Career Choice; Career Counseling; *Career Guidance; Decision Making; *Educational Counseling; *Females; Placement; Postsecondary Education; *Program Development; Program Effectiveness; *Program Evaluation; *Science Careers; Student Recruitment; *Technical Occupations

ED185494 CG014449
Understanding Sex Roles and Moving Beyond. A Learning/Teaching Guide.
Allman, Joanna; And Others
Tennessee Univ., Knoxville.
,1979 202p.; For related documents see CG 014 448, RC 012 042, and UD 020 627.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Available from: Education Development Center, 39 Chapel Street, Newton, MA 02160 ($4.25)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S.; Tennessee
Journal Announcement: RIESEP80
This guide is one of a four-book series on female development designed to provide a model for a sex-fair graduate training program in counseling, educational psychology and career education. It concentrates on sex roles in American society, examining the variables which contribute to sex-role stereotyping, and developing strategies for moving toward androgyny. The book consists of three units dealing with: (1) sex-role stereotypes in America; (2) sex roles across cultures; and (3) sex roles in American institutions. Units are divided into several lessons each containing a rationale, learning objectives, facilitator instructions, and suggested references. The appendix contains an annotated bibliography of additional media resources. (Author/NRB)
Descriptors: *Androgyny; Change Strategies; *Counseling Techniques; *Cross Cultural Studies; Equal Education; *Females; Graduate Study; Higher Education; *Sex Role; Sex Stereotypes; *Womens Studies

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ED185493 CG014448

The Female Experience in America: Development, Counseling and Career Issues. A Learning/Teaching Guide.

Lord, Sharon B.; And Others

Tennessee Univ., Knoxville.

.1979 208p.; For related documents see CG 014 449, RC 012 042, and UD 020 627.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Available from: Education Development Center, 39 Chapel Street, Newton, MA 02160 ($4.75)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: CLASSROOM MATERIAL (050)

Geographic Source: U.S.; Tennessee

Journal Announcement: RIES: 80

This guide is one of a four-book series on female development designed to provide a model for a sex-fair graduate training program in counseling, educational psychology, and career education. It focuses on the female experience in America, especially developmental, psychological, counseling and career/life style issues. This book is divided into four major units: (1) female development, psychologically and physically; (2) career patterns and life styles; (3) feminist approaches to counseling and therapy; and (4) critical counseling issues facing women such as depression, divorce, widowhood, abuse, and physical health. The lesson format includes a rationale, learning objectives and activities, facilitator instructions, and suggested references. The appendix contains an annotated bibliography of additional media resources. (Author/NRB)

Descriptors: *Adult Development; *Career Counseling; Change Strategies; *Counseling Techniques; Crisis Intervention; *Females; Graduate Study; Higher Education; *Sex Fairness; Sex Role; *Womens Studies

ED185419 CE025183

ASPIRE (Awareness of Sexual Prejudice Is the Responsibility of Educators) Module 2: Sexism in Education.

Livonia Public Schools, Mich.

1979 121p.; For related documents see CE 025 182 and CE 025 184-185.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Available from: EDC/WEEAP Distribution Center, 39 Chapel St., Newton, MA 02160 ($1.50)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE (052)

Geographic Source: U.S.; Michigan

Journal Announcement: RIESEP80

This second of four workshop modules in the Project ASPIRE (Awareness of Sexual Prejudice is the Responsibility of Educators) series deals with developing awareness of how sex-role stereotyping affects the vocational and life-style aspirations and decisions of students. (See Note about other modules.) The module helps workshop participants (1) explore how perceptions of sex roles influence interactions with and reactions to students; (2) explore stereotypes which have historically limited female or male participation in specific occupations; (3) become aware of the present realities of the labor force, of the changing career options for men and women, and of the positive and negative aspects of such choices; and (4) become sensitized to the need for sex fairness in instruction and career guidance. Workshop facilitators are provided with instructional guidelines, participant activities, and supplemental reading materials. Examples of the seventeen participant activities include "Index for Reality," "The Myth and the Reality," and "Design a Sexist School System." Each suggested activity is presented in this format: reference to objective, awareness level, purpose, logistics, materials, time required, process, and variations. It is recommended that at least two activities be chosen to treat each module objective. An appendix contains ten participant readings and one facilitator reference to support specific activities, an index for educators, and a preliminary guide to the assessment and evaluation of sexism in educational contexts. (YLB)

Descriptors: Career Choice; *Career Guidance; Careers; Classroom Environment; *Counseling Techniques; Counselor Attitudes; Counselor Training; Decision Making; Elementary Secondary Education; Employed Women; Inservice Education; Inservice Teacher Education; Life Style; Nontraditional Occupations; Occupational Aspiration; Postsecondary Education; Sex Bias; Sex Differences; Sex Discrimination; *Sex Fairness; *Sex Role; Sex Stereotypes; Social Attitudes; Social Behavior; Social Influences; Teacher Attitudes; Teaching Conditions; *Teaching Methods

Identifiers: Project ASPIRE

ED185322 CE024776
Internship Project: Evaluation and Model.
Adams, Jill J.; Evans, Carol J.
Rockhurst Coll., Kansas City, Mo.
1976 59p.; Not available in paper copy due to broken print.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Missouri
Journal Announcement: RIESEP80

A project funded by a Women's Educational Equity Act grant provided women greater access to and awareness of nontraditional career opportunities and gave successful Kansas City, Missouri, professional women greater visibility in the community. The three components were (1) an internship program during which a woman intern was placed under supervision of an established woman professional working in a nontraditional career area, (2) a Reference Bank composed of women professionals in nontraditional career areas for use by women seeking specific career information, and (3) a Speakers Bureau with talented women from various career areas available to speak about women's career possibilities and provide encouragement for women considering nontraditional careers. Evaluation of the internship component included evaluative questionnaires completed by interns and supervisors, verbal critique in informal conversation, and informal follow-up of the interns. The internship program proved valuable for women interested in testing a decision concerning specific career areas and committed to gaining additional training necessary to qualify for a particular occupation. Development of a Speakers Bureau and Reference Bank were natural outgrowths of the internship program because of the professional contacts made while identifying supervisors. (Appendixes, amounting to two-thirds of the report, include project materials and evaluation forms and results.) (YLB)

Descriptors: Adult Education; Career Development; *Careers; *Consultation Programs; *Employed Women; Employment Opportunities; Females; Human Resources; *Internship Programs; *Nontraditional Occupations; *Professional Occupations; Program Evaluation; Work Experience
Identifiers: Missouri (Kansas City); Speakers Bureaus; Womens Educational Equity Act

ED185321 CE024775
Project CHOICE: Creating Her Options in Career Education.
Case Western Reserve Univ., Cleveland, Ohio.
1979 505p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Available from: edc/weeap distribution center, 39 Chapel Street, Newton, MA 02160 ($11.25)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: TEACHING GUIDE (052); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Ohio
Journal Announcement: RIESEP80

Intended as a resource in developing and conducting programs to encourage talented female students in broadening their career options and to increase positive self-awareness, this manual provides step-by-step procedures for replicating a fourteen-session diagnostic/prescriptive career development program for grade 11. Section 1, Program Overview, describes the six-phase Project CHOICE (Creating Her Options in Career Education) process: screening, selection, diagnosis, prescription, career development program, and assessment. Diagnostic instruments are provided. Section 2, Introduction to Special Groups, discusses four areas of diagnosed needs: Defining and Valuing One's Self, Achieving Success, Asserting One's Self, and Coping with Success. Section 3 discusses program use. Section 4 is the Core Project CHOICE Career Development Program with four different variations for the individualized needs of participants diagnosed in the four areas (section 2). Goals, duration, related activities (handouts), materials needed, a suggested group leader script, and special group changes are included in the detailed directions for conducting each of these sessions: Off to a Good Start, Women's Many Options, Learning about My Interests, Learning about My Abilities and Values, Career Information Workshops I-III, Gathering Career Information, Beginning to Plan, Testing Reality, Selecting a School and Paying for It, Making Decisions, Getting That Job , and Wrapping It Up. An extensive bibliography is provided. (YLB)

Descriptors: Achievement Need; Assertiveness; Behavioral Objectives; Career Counseling; *Career Development; Career Exploration; Career Planning; Careers; Decision Making; *Diagnostic Teaching; Educational Diagnosis; Employment Opportunities; Fear of Success; *Females; Gifted; Goal Orientation; Grade 11; High Schools; *Individual Needs; Needs Assessment; Program Descriptions; Program Implementation; Self Concept; Self Esteem; Sex Fairness; Sex Role; Skill Development; Student Attitudes; *Student Interests; *Talent; Talent Identification
Identifiers: Project CHOICE

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DIALOG File1: ERIC - 66-82/FEB (Item 95 of 151) User 1210 24feb82

ED184711 PS011353

Infants of Narcotic Addicted Mothers: Developmental Status, Maternal Care, Home Environments and Interventive Efforts During the First Three Months of Life.

Derrick, Sara M.; Hock, Ellen

1978 52p.; Paper presented at the International Conference on Infant Studies (Providence, RI, 1978).

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Ohio

Journal Announcement: RIEAUG80

This study compared infants born to narcotic addicted mothers with infants born to nonaddicted mothers and described the potential of an intervention program. Infants of five addicted women were matched with infants of five nonaddicted women on the basis of age and socioeconomic class of the mothers and on the basis of gestational ages, birth weight and Apgar scores of the infants. Data collection and intervention were performed during three time periods. During Phase I addicted women were solicited and interviewed from drug treatment centers for participation. During Pase II mothers were interviewed in hospitals and infants were assessed neurologically and developmentally. Phase III began in the infants' homes at age one week and terminated at age three months. Four types of homemade materials were employed for perinatal education. Pre and post maternal care and home environmental assessments were performed. Infants differed significantly along several dimensions on the basis of maternal addiction status. After intervention infants exhibited increases in alertness, motor maturity, self-quieting behavior, and mean Bayley Mental and Motor scores. (Author/MP)

Descriptors: Arousal Patterns; Attention; Child Development; Comparative Analysis; *Drug Addiction; Family Environment; *Infant Behavior; *Infants; *Influences; *Intervention; Longitudinal Studies; *Mothers; Narcotics; Parent Child Relationship; Physical Activity Level; Pregnancy; Therapy

ED182035 PS011188

Maternal Characteristics and Intellectual Development: Implications for Parent Education to Prevent Sociocultural Mental Retardation.

Ramey, Craig T.; Cowen, Jean W.

Sep 1979 16p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Contract No.: 300-77-0309

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; North Carolina

Journal Announcement: RIEJUN80

This paper reports on three longitudinal studies of the relationship of mother-infant interaction (and other maternal characteristics) to child development. The goal of the research program was to find a way to break the chain of events that lead to mild mental retardation. The first study of 1,000 North Carolina first grade children showed that the child's race and the mother's level of education at the time of the child's birth accounted for 27 to 29 percent of the variance in performance on three measures of intelligence and achievement. The second study examined the effects of an intensive intervention day care program with ancillary family services on the mother-child dyad and on the child. Fifty-seven children who had family characteristics most predictive of school failure were identified and followed during the first three years of life. The IQ of mothers in an untreated control group continued to predict her attitudes, interactional behaviors, and the child's development at three years of age. In the experimental group, the relationship between maternal IQ and child IQ was reduced to nonsignificance. Preliminary findings from the third study of mothers participating in a home visitation program indicate that the control-group mother spends more time involved with her child. Four tables of explanation and statistical documentation are included. (Author/RH)

Descriptors: Academic Achievement; Blacks; *Environmental Influences; Home Visits; *Infants; Intelligence Quotient; Interaction; *Intervention; Longitudinal Studies; *Mental Retardation; *Mothers; *Preschool Children; Risk; Socioeconomic Status

ED181354 CG014077
Research on a Career Workshop to Reduce Sexism with Women.
O'Neil, James M.; And Others
1979 30p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979); Best copy available.
Sponsoring Agency: Kansas Univ., Lawrence.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)
Geographic Source: U.S.; Kansas
Journal Announcement: RIEJUN80

A four-week career workshop was designed to provide college women on a large midwestern campus with information about sexism, sex roles, career planning, and career resources in an effort to sensitize them to past sex role biases. Portions of a 28-minute color video tape (not included in this document) were presented to the subjects and discussed each week in small groups. The video tape presentation is a direct application of a model depicting factors affecting both sex role socialization and career planning processes. A sample of the women (N=60) was divided into treatment and control groups. Treatment effects were assessed by means of five career and sex role instruments in a pretest-posttest-control group design. Results indicated that the treatment subjects spent more time thinking about career planning; described themselves as more masculine; and reported investigative, social and enterprising careers as more appropriate career choices than did control group subjects. Future research is recommended to sensitize students to the effects of sexism and past sex role socialization on career decision making. (Author)

Descriptors: Bias; *Career Choice; *Career Planning; College Students; *Decision Making; *Females; Intervention; *Sex Role; *Sex Stereotypes; Workshops

ED181214 CE023668
Overcoming Personal-Social Barriers to Entry into Non-Traditional Occupational Preparation Programs. A Final Report.
Thomas, Hollie B.; And Others
Florida State Univ., Tallahassee.
31 Aug 1979 632p.; Some of the information in tables will not reproduce well due to small type
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Bureau No.: 498AH70216
Grant No.: G007702136
EDRS Price - MF03/PC26 Plus Postage.
Language: English
Document Type: CLASSROOM MATERIAL (050); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN80

This report describes a research project which (1) assessed personal-social barriers to female entry into non-traditional jobs, (2) developed a treatment program to assist women in overcoming those barriers, and (3) determined program impact. A project overview, the first of four major sections, precedes a survey on barriers (section 2). Following a literature reivew concentrating on the areas of stereotyping of occupations and barriers to women's entry, the methodology and results of the study are presented: population identification and selection (teachers, secretaries, and nurses who had considered but not pursued a male-dominated occupation), instrumentation, data tables, survey instrument efficiency, and deterent identification. Survey materials are appended. Section 3 presents an educational program with the topics: pursuing a non-traditional occupation, interference, career decision making, self-assessment, career requirements, planning for acquisition of job skills, job entry, and coping on the job. Designed for self-directed study or workshops, the course consists of eight units with objectives, text, exercises, and references. (All printed instructional materials are included.) The final section includes a literature review on the outcomes of related programs and analysis of assessment data on the program. Methodology and results are given, including population, pre- and post-testing, followup, program impact, and data tables. Evaluation instruments are appended. (YLB)

Descriptors: Adult Programs; Attitude Change; *Career Development; Career Education; Career Planning; Decision Making; *Females; Goal Orientation; Instructional Materials; Literature Reviews; *Nontraditional Occupations; Occupational Aspiration; Postsecondary Education; *Program Development; Program Evaluation; *Self Concept; Sex Fairness; Sex Stereotypes; Social Bias; *Social Influences; Student Recruitment; Surveys; Vocational Interests

ED179861 CG014002
Community-Based Feminist Programming for Girls: An Approach to Pregnancy Prevention.
Frankford, Evelyn R.
21 Oct 1978 16p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Philadelphia, Pennsylvania, October 19-22, 1978)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; New York
Journal Announcement: RIEMAY80
This program seeks to prevent adolescent pregnancy and childbearing through a community-based feminist social service program serving teenage girls. This DAWN program, Discovery and Awareness for Women Now, was initiated as a result of the Women's Movement which has had a serious and positive impact on the lives of most adult women. Yet, teenage girls, particularly the low-income girls in this local community, were virtually unaffected by these changes. Three major program goals have been: (1) to increase awareness, and to develop the skills for taking advantage of existing options for young women; (2) to develop more positive self-images; and (3) to become involved in activities that promote physical and mental well-being and expand social horizons. Activities, trips and sex education were provided in response to staff's perception of the girls' needs. The pregnancy prevention approach addresses the issues of control, decision-making and future orientation, so the girls will become responsible for their own lives. (Author/BMW)
Descriptors: *Adolescents; *Community Education; Community Problems; Contraception; Counselors; *Females; Illegitimate Births; *Pregnancy; *Prevention; Program Development; *Sex Education; Unwed Mothers

ED179833 CG013970
Rape and Older Women: A Guide to Prevention and Protection.
Davis, Linda J.; Brody, Elaine M.
Philadelphia Geriatric Center, Pa.
1979 175p.
Sponsoring Agency: National Inst. of Mental Health (DHEW), Rockville, Md.
Report No.: DHEW-ADM-78-734
Contract No.: NIMH-SM-76-0073
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-024-00849-4)
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); REVIEW LITERATURE (070)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEMAY80
Government: Federal
Due to rising violent crime rates, crime and fear of victimization have joined health, income and housing as major concerns of older Americans. This guide proposes solutions which reflect the best available information. The three main sections focus on rape of women over 50, its prevention, and education programs and training aids. The guidelines are designed primarily for use by planners, administrators and housing site staff; organizations that provide services for older people; law enforcement agencies; and other agencies involved with assuring the safety of the elderly. The objectives are to: (1) sensitize the reader to the special vulnerability of older women and to the issue of rape; (2) increase knowledge regarding prevention, program planning and the avoidance and protection activities for older women; and (3) provide the reader with education and training suggestions, materials and resources necessary to carry programs beyond the planning phases. (Author/BMW)
Descriptors: Behavior Problems; Crime; *Females; *Gerontology; *Older Adults; *Prevention; *Rape; Violence

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DIALOG File1: ERIC - 66-82/FEB (Item 101 of 151) User 1210 24feb82

ED179458 SO012160
Differences in Female and Male Self-Concepts: Implications for an Educational Intervention.
Scott, Kathryn P.
21 Nov 1979 16p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Portland, OR, November 21, 1979)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); POSITION PAPER (120); REVIEW LITERATURE (070)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR80
The paper examines the self-concepts of males and females in relation to academic achievement and describes a current educational intervention project at the junior high school level. A major portion of the paper reviews literature on sex differences for the variables of sex-role and achievement orientation. The literature reveals significant differences between females and males in their orientation toward achievement. Aspirations and expectations appear correlated with notions of traditional sex-role behavior and appropriate masculine and feminine personality traits. Research also indicates that curriculum intervention projects are more effective in changing notions about sex-role behavior with adults rather than children. The final section briefly describes the goals of the current project. Goals are to expand students' self-concepts to include a wide range of possibilities for behavior and to increase their academic performance in subject areas which have been traditionally viewed as more appropriate for either males or females. Materials have been developed for a social studies unit, Decisions About Roles. Students have the opportunity to gather knowledge, examine their values, explore alternatives, make decisions and then act upon them. Pre- and posttests for the unit include sex-role inventories, occupational attitudes and aspirations, and participation and confidence in decision making. (KC)
Descriptors: *Academic Achievement; Adolescents; Attitude Change; Change Strategies; Curriculum Development; Decision Making; *Females; *Intervention; Junior High School Students; *Males; Secondary Education; *Self Concept; *Sex Role; Social Studies; Speeches

ED178811 CG013922
Programs Providing Services To Battered Women.
Cohen, Susan; Bancroft, Susan
Center for Women Policy Studies, Washington, D.C.
Jun 1979 86p.
Sponsoring Agency: Office of Law Enforcement Assistance, Washington, D.C.
Grant No.: 78-TA-AX-0035
EDRS Price - MF01/PC04 Plus Postage.
Language: English
101
Document Type: DIRECTORY (132)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEAPR80
A Law Enforcement Assistance Administration grant funded this directory of services to battered women. Addresses, phone numbers, a listing of services and funding sources for shelters and other services are provided for the United States and Puerto Rico. The directory serves as a locator of services for battered women, as well as an idea resource book for agencies interested in developing similar services in their own area. Many of the individual agencies listed have additional material available, and, where possible, have provided copies to the Women Policy Studies which serves as a resource center for such materials. (LS)
Descriptors: *Battered Women; *Community Services; *Crisis Intervention; Directories; *Emergency Programs; *Females; Feminism; Human Services; Referral; *Resources; *Violence

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ED177389 CG013811

Preparing Young Women For Tomorrow: A Handbook of Career Counseling Strategies for Intermediate and High School Women. Monograph Number 9.

Majchrzak, Shirley

California Personnel and Guidance Association, Fullerton.

Jan 1976 99p.

Sponsoring Agency: San Mateo County Board of Education, Redwood City, Calif.

Available from: California Personnel and Guidance Assocaition, 654 East Commonwealth Avenue, Fullerton, California 92631 (Members, $4.24; others, $5.83)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; California

Journal Announcement: RIEMAR80

This guide focuses on the needs of high school women students. It attempts to help counselors develop open attitudes and non-discriminatory policies and practices in educating and training women for satisfying, non-stereotyped careers and life-roles. The manual provides separate, creative program strategies that vary in importance, difficulty, commitment to policy change, traditional nature, and pre-implementation planning; none is prerequisite to another. Strategies are offered to initiate a vocational readiness program, to expand career options for women, to involve women students in career guidance policy-making, to organize student career awareness groups, to introduce more diversity in role model activities, to encourage mentoring, to locate sex-fair guidance inventories, to remediate the curriculum with women's studies, to develop school-community cooperative activities, to provide inservice training for staff, and to obtain current and specific career resource material for young women students. To aid the final strategy, seven separate resource lists suggest a basic book collection, films, miscellaneous program materials, other publications and resources, national women's professional organizations, national women's organizations, and national organizations for job discrimination and women's rights. (Author/LS)

Descriptors: *Career Choice; Career Counseling; *Counseling Services; Employment Opportunities; *Equal Opportunities (Jobs); *Females; Feminism; Guides; High School Students; Resource Materials; Secondary Education; Sex Fairness; *Sex Stereotypes; *Social Bias; Womens Studies

ED176205 CG013929

Domestic Violence, 1978; Hearings Before the Subcommittee On Child and Human Development of the Committee on Human Resources, United States Senate, Ninety-Fifty Congress, Second Session.

Congress of the U.S., Washington, D.C. Senate Committee on Human Resources.

1978 714p.; Best copy available; pp128-150 of marginal reproducibility. For related document see CG 013 794

EDRS Price - MF04/PC29 Plus Postage.

Language: English

Document Type: LEGAL MATERIAL (090)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEFEB80

Government: Federal

This volume contains the transcripts from the 1978 Congressional hearings from the subcommittee on child and human development. Major topics focus on domestic violence and relevant legislation. Witnesses represented such organizaitons as State Departments of Health, Education and Welfare, the U.S. Senate, Comission on the Status of Women and the National Association of Social Workers. Areas covered include testimony of abused spouses, descriptions of emergency shelter programs and discussions on various pieces of legislation pertaining to domestic violence. (BMW)

Descriptors: *Crisis Intervention; Emotional Response; *Family Problems; *Federal Legislation; *Females; Guidance Centers; Hearings; *State Legislation; *Violence

Identifiers: *Domestic Violence

ED176194 CG013799
Antecedent Difficulties in Goal-Setting For Women.
Inderlied, Sheila Davis
Apr 1979 17p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, California, April 5-8, 1979)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); REVIEW LITERATURE (070)
Geographic Source: U.S.; California
Journal Announcement: RIEFEB80
Some antecedent causes of the resistance or inability of women to set goals are explored. Aspects of socialization and education which determine the decision-making and goal-setting behavior of women in adolescence and in maturity are delineated. The thesis is put forth that political and societal institutions are, to a great extent, responsible for the inability of women to set formal or informal goals. Hall's (1972) model of coping strategies suggests three general mechanisms for dealing with goal-setting: Type I concerns structural role definition; Type II considers prioritizing role appropriate activities and Type III involves reorientation of role in response to others. A fourth type which may be added to this model includes a broader re-definition of existing social and political structures. Type III may elicit the most support from significant others in coping with conflict. Types I and IV would elicit least support and be most difficult to accomplish. Types I and IV are most closely related to long-range goals in that they require restructuring not only of role but of societal institutions. Strategies which consider each coping mechanism may include self-awareness, other awareness and societal awareness. An integrated analysis of goal-training and attainment places emphasis on individual, institutional and societal remedies and removes traditional responsibility from women themselves. (Author)
Descriptors: Behavioral Objectives; Behavior Development; Career Planning; *Decision Making; *Females; *Goal Orientation; *Objectives; *Psychological Patterns; Role Models; Self Concept; Socialization; State of the Art Reviews; *Success

ED173599 CE022099
Promoting the Exploration of Personally Relevant Career Options in Science and Technology. Final Report.
American Coll. Testing Program, Iowa City, Iowa.
Oct 1976 101p.
Sponsoring Agency: National Science Foundation, Washington, D.C.
Grant No.: SMI75-18149-A01
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Iowa
Journal Announcement: RIEDEC79
A study was conducted primarily to determine the impact of low-cost, replicable procedures for increasing exploration of and preference for careers in science and technology on the part of high school females with potential for such careers. Three-hundred and ninty ninth-grade females with above average academic ability were randomly assigned to an intervention group and a control group. Interventions included a non-sex-restrictive interest inventory supplemented with group discussions of career planning in general and science/technology careers in particular. In addition, a sample of 1,017 twelfth-graders was selected who were not planning majors in science or technology but who had high ability test scores and grades in science and math. These students were also randomly assigned to an intervention and a control group. Both groups received the usual ACT (American College Testing) Assessment score reports and interpretive booklets. However, the intervention group received two later mailings. The first mailing contained a letter calling attention to the recipients' high potential for careers in science and technology, a list of examples of science/technology programs at colleges of each student's choice, and a copy of a booklet entitled "Women in Science and Technology: Careers for Today and Tomorrow." The second mailing contained a list of resource books/materials on career planning and an invitation to return a postcard requesting additional information on specific occupations. Statistical analyses of the outcome data for both groups indicated that the interventions were not effective in accomplishing project objectives. (BM)
Descriptors: *Career Choice; Career Exploration; Career Planning; *Females; High School Students; *Intervention; Occupational Aspiration; Program Descriptions; Program Effectiveness; *Science Careers; Sex Stereotypes; Social Attitudes; *Technology; *Vocational Interests

ED172440 EA011880
Women in Educational Administration: Is There a Basic Role Conflict?
Truett, Carol
1979 29p.; Paper presented at a Conference on Women and Work (Bloomington, Indiana, March 18-21, 1979)
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); REVIEW LITERATURE (070)
Geographic Source: U.S.; Texas
Journal Announcement: RIENOV79
The lack of women in top administrative positions in education has often been dismissed as attributable to role conflict. The available research literature is examined to determine if there is evidence of role conflict, and, if present, if role conflict prevents women from functioning adequately as educational administrators. Three possible types of role conflict that may result when individual needs clash with normative standards and/or institutional expectations are personality conflict, role-personality conflict, and role-role conflict. Personality conflict is defined as occurring when aspects of an individual's personality are in conflict with other aspects of that same individual's personality. Role-personality conflict is the belief that women simply do not possess the personality traits necessary to perform the role expected of any administrator including that of any educational administrator. Role-role conflict for women is based on the assumption that women simply cannot handle two or more roles simultaneously. Styles of coping with role conflict are identified as role redefinition, personal reorientation to roles, and reactive role behavior. Role conflicts for women administrators do indeed exist; however, we can hardly conclude that this renders women less efficient or effective if they choose to make educational administration their major role in life. (Author/MLF)
Descriptors: *Administrators; Coping; *Educational Administration; Elementary Secondary Education; *Equal Opportunities (Jobs); *Females; *Leadership Qualities; Literature Reviews; *Role Conflict; Self Concept; Sex Discrimination

ED172419 EA011851
Exploring the Limits of Intervention: Equity for Women in Educational Administration. Modes of Intervention to Increase Equity for Women in Education.
Chisolm, Grace B.
Apr 1979 25p.; Paper presented at the Annual Meeting of the American Education Research Association (San Francisco, California, April 8-12, 1979); Attachment A may be marginally legible due to small print
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Texas
Journal Announcement: RIENOV79
As part of a symposium that identifies research and policy implications of selected aspects of a two-year, multi-university effort to increase equity for women in education, this paper presents a five-phase intervention model used in the production of multi-media instructional modules to enhance equity for women. The paper explores each phase (design, production, validation, dissemination, coordination) and underscores the implications for those who are or wish to be involved in advancing women's equity through the creation of training materials. Discussion focuses on the description of activities undertaken within a multi-university effort to achieve the goals specified for this project. (Author/MLF)
Descriptors: *Educational Administration; Elementary Secondary Education; *Equal Education; *Females; Higher Education; *Instructional Materials; *Intervention; Material Development; *Sex Fairness

ED169197 UD019303
Perspectives on Sex and Gender: Proceedings of a Multidisciplinary Conference. ERIC/CUE Urban Diversity Series, Number 61.
Kallos, June, Ed.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.; Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; Columbia Univ., New York, N.Y. Sex Desegregation Assistance Center.
Feb 1979 32p.; Proceedings of a conference held at Teachers College, Columbia University (New York, New York, May 19, 1977) ; May be marginally legible due to small print
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-77-0071
Available from: Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027 ($5.00)
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PROCEEDINGS (021); SERIAL (022)
Geographic Source: U.S.; New York
Journal Announcement: RIEAUG79
These papers make suggestions for further exploration into the problems of sex and gender research. Edmund Gordon presents a historical perspective on the sociopolitical implications of sex and gender and discusses attitudinal variables which affect the classification of women. Ann Lieberman describes the history of women in the work force, their problems and breakthroughs, and their prospects for the future. Robert Brannon compares the stereotyped roles which men have played in the past with their portrayals in the media today. He shows that today's male is facing difficulties as a result of the changing role of women. Maxine Greene discusses the role of women in literature and suggests that literature can provide a resource for women to remake and transcend the traditional conditioning of their roles. Maria New addresses the problem of ambiguous sex in the newborn, presenting biological antecedents, the diagnostic procedures, and the appropriate medical intervention. Elizabeth Hagen points out various reasons for inconsistencies in several areas of sex-difference research. Patrick Lee reviews some of the major theories of sex-role differentiation and mentions factors which should be taken into consideration in the development of a new theory of sex-role socialization. (Author/EB)
Descriptors: Attitude Change; Conference Reports; Employed Women; *Females; *Males; Prenatal Influences; Role Perception; *Sex Differences; Sex Discrimination; *Sex Role; *Sex Stereotypes; *Social Attitudes; Social Bias; Social Influences

ED167682 UD019196
Black Women, Crime and Crime Prevention.
Scott, Elsie L.
Apr 1978 22p.; Paper presented at the National Conference of Black Political Scientists (Jackson, Mississippi, April 1978); Not available in hard copy due to reproduction quality of the original document
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: CONFERENCE PAPER (150); REVIEW LITERATURE (070)
Geographic Source: U.S.
Journal Announcement: RIEJUL79
Several factors indicate that there is a relationship between economic conditions and crime among black women. Crime statistics show that outside of the misdemeanors of drunkenness and disorderly conduct, black women tend to be arrested for larceny and prostitution, both economic crimes. The fact that black women are at the bottom of the economic ladder lends more support to the economic theory of crime causation. In spite of the attempts of some authors to explain black crime through the theory of aggression, statistics show that black female criminality is substantially different from black male criminality in that it is less violent. Studies also indicate that the victimization rate for black females is much less than the rate for black males, but is much greater than the rate for white females. The two most prominent areas of victimization are rape and spouse abuse. Several programs initiated or supported by black women (the Multi-Area Rape Crisis Council of Atlanta and the Coalition of Concerned Women of Chicago) demonstrate that crime prevention is not the exclusive domain of the police and that black women can serve as a potential resource for crime prevention programs. However, as long as black women are on the bottom rung of the economic ladder, are heads of households and are subjected to racial oppression, they will continue to commit economic crimes. (Author/WI)
Descriptors: Aggression; *Black Community; *Blacks; *Crime; Criminology; Economic Status; *Females; *Prevention; Rape; Research Reviews (Publications); Violence
Identifiers: Coalition of Concerned Women of Chicago IL; Multi Area Rape Crisis Council of Atlanta GA

ED166564 CE020117
Research to Eliminate Vocational Education Role Stereotyping Effectively. REVERSE. Final Report.
Greer, Holly S.; And Others
Northern Michigan Univ., Marquette.
Oct 1978 222p.; Not available in hard copy due to small, light print in the original document : Photos will not reproduce clearly
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Bureau No.: 498AH70143
Grant No.: G007701966
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Michigan
Journal Announcement: RIEJUL79

A quasi-experimental field research project was carried out in twenty intact classrooms in eight different schools in the central area of the upper peninsula of Michigan across two semesters. Five hundred and twenty-two public school students participated in a static-group comparison research project, designed to effect changes in student sex role stereotypic attitudes and information accuracy regarding women's activities in the world of work. The intervention in this two-by-two-by-two-by-three factorially designed research project was carried out by two counselor-teachers, members of the project team. They went into the experimental condition groups once a week and presented, through a variety of approaches, information about career choice options for men and women. Though findings did not carry out the hypotheses of the research staff, some important information did emerge that will be useful for further attempts to eliminate sex stereotyping in vocational education and occupations. Results included some minimal influence of the urban-rural dimension and the treatment dimension upon sex-role stereotypic attitudes, no effects upon information accuracy scores, and a significant treatment effect upon career choice shifts. (Appendixes include (1) facsimile of test instrument, (2) lesson plan outlines for fifth, ninth, and twelfth grades, (3) description of role model teams, (4) teacher and student evaluations, (5) individual student data, and (6-9) Newman-Keuls Procedures. (Author/CSS)

Descriptors: Career Awareness; *Career Choice; Decision Making; Elementary Secondary Education; Employed Women; Females; Males; Occupational Information; Program Evaluation; Research Projects; Role Models; Rural Urban Differences; Self Concept; Sex Discrimination; *Sex Role; *Sex Stereotypes; Social History; *Student Attitudes; Student Evaluation; Success; Time; Values; *Vocational Education

ED164976 08 CE019620
Counseling Programs and Services for Women in Non-Traditional Occupations. Information Series No. 133.
Farmer, Helen S.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
1978 65p.; For related documents see CE 019 619 and CE 019 624 ; parts marginally legible due to print quality
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-76-0122
Available from: National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 133, $4.50)
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEJUN79

Focusing on counseling programs and support services for increasing the participation of women (postsecondary level) in occupations traditionally dominated by men, a study examined opportunities, needs, and support systems relevant for women seeking to enter either nontraditional professional or nonprofessional occupations. The data collected covered the following categories: opportunities in nontraditional professional occupations; characteristics of women choosing traditional and nontraditional professional occupations; counseling/support services for women in math, science, and management; role models used to increase nontraditional participation; counseling services/resources for college women; counseling services aimed at changing change agents; legislative support for women entering nontraditional occupations; participation of and support programs for women in nontraditional, nonprofessional occupations; and apprenticeship training. Positive trends were identified in several nontraditional occupational fields where female enrollments in professional training have increased during the past decade. Seen as a result of several factors rather than the result of any one programmatic effort, these increases were facilitated by legislation and efforts by states and institutions to recruit more women. Promising projects were identified that aimed at influencing educators, parents, and students to change their attitudes and behaviors. (BM)

Descriptors: Adults; *Affirmative Action; Ancillary Services ; Apprenticeships; Attitude Change; Career Counseling; Change Agents; *Counseling Services; *Educational Needs; Employed Women; *Employment Opportunities; Employment Patterns; Enrollment Trends; *Females; Legislation; Managerial Occupations; *Nontraditional Occupations; *Participant Characteristics; Postsecondary Education; Professional Occupations; Program Improvement; Recruitment; Resources; Role Models; Scientific Personnel; Skilled Occupations
Identifiers: Information Analysis Products

ED162244 CG013044
Shelter for Abused & Battered Women and Their Children Operated by Abused Women's Aid in Crisis (AWAIC), Anchorage, Alaska. Final Evaluation Report.
Mechau, Dorik
31 Jul 1978 37p.; Pages 34-37 may be marginally legible
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Oregon
Journal Announcement: RIEAPR79

The shelter for battered women described in this report was established for three purposes: (1) to provide assaulted and battered women and their children refuge from domestic violence; (2) to enable women to identify viable alternatives to life-threatening situations and encourage self-reliance; and (3) to act as an advocate for change within the community and in those systems responsible for providing services to assaulted and battered women and their children. The report itself is a detailed final evaluation of the program for the fiscal year ending June, 1978. A few of the areas covered are funding sources and appropriateness of funding; staff positions and salaries; goals and objectives; functions performed by the shelter; and deficiencies and recommendations for improvement. (Author/BP)

Descriptors: *Administration; *Battered Women; *Females; *Intervention; Program Costs; Program Evaluation; Rape; Research Projects; *Residential Programs; *Violence
Identifiers: *Alaska (Anchorage)

ED160321 95 RC010846
Options: A Career Development Project for Rural High School Students. Final Report.
Dunne, Faith; And Others
Dartmouth Coll., Hanover, N.H. Dept. of Education.
Aug 1978 199p.; For related document, see ED 152 454
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Grant No.: G007604972
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; New Hampshire
Journal Announcement: RIEFEB79

Options was a two-year research and curriculum design project conducted at Dartmouth College (New Hampshire) under a grant for the Women's Educational Equity Act Program Staff. The project completed the following: assessment of career-related perceptions and self-defined needs of rural young people in five different rural regions (Northern New England, Oregon, Tennessee, Nebraska, and New Mexico); design, field-testing, and revision of a curriculum focused on the general needs of rural students and the specific circumstances of youth in the rural Northeast; adaptation of the original course to specific circumstances in each of four other regions; field-testing of the adapted curricula in schools located in the four regions outside the Northeast; evaluation of the original and adapted curricula through a pre-post testing procedure; and development of a manual to facilitate the adaptation of regional curricula to specific circumstances of other localities. The Survey of Occupational Career Interests was used to survey 248 females and 191 males for purposes of developing the initial curriculum in the first year. The adapted version, Profile of Occupational Interests, was used in the second year to survey 953 males and 952 females. The four field test sites were divided into control and experimental groups (those receiving elaborate support services and those who did not). Evaluation indicated the development team/nondevelopment team variable was not significant but that student change was significantly more positive in the experimental classes. (JC)

Descriptors: Career Awareness; *Career Development; Curriculum Development; Differences; Females; High School Students; Intervention; Males; *Models; *Needs Assessment; Program Descriptions; Program Evaluation; *Regional Characteristics; Role Perception; *Rural Youth; *Sex Role; Social Change; Womens Education
Identifiers: Appalachia; United States (Midwest); United States (Northeast); United States (Northwest); United States (Southwest); *Womens Equity

DIALOG File1: ERIC - 66-82/FEB (Item 115 of 151) User 1210 24feb82

ED158873 PS010033
Risk Approach for Maternal and Child Health Care: A Managerial Strategy to Improve the Coverage and Quality of Maternal and Child Health/Family Planning Services Based on the Measurement of Individual and Community Risk.
World Health Organization, Geneva (Switzerland).
1978 54p.
Available from: WHO Publications Centre USA, 9 Sheridan Avenue, Albany, New York 12210 (WHO Offset Publication No. 39, $4.05)
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: Switzerland
Journal Announcement: RIEJAN79
Government: International
This publication discusses the use of risk strategy for the organization and management of health care services for mothers and children. Individuals and groups with an increased expectation of complications or disease are defined as being "at risk" and the aim of the health services should be to identify them as early as possible and to intervene in order to reduce the risk. Specific components of this approach are described in some detail. These include (1) identification of characteristics of women and children associated with increased risk of undesirable outcomes, (2) development of methods for detecting at-risk individuals in local conditions, (3) training of health care personnel in these methods, and (4) provision of methods to prevent or ameliorate undesired outcomes. An example is given of a decision pathway--a possible approach to the selection of intervention strategies based on defined outcomes, risk factors, resources, constraints and manpower availability. Also included are a list of the basic components of a health information system and a brief discussion of the field testing of local risk strategies. Appendices give further examples of risk factors, scoring systems for assessing risk, and intervention strategies; notes on resource allocation and evaluation methods; and examples of ways to expand general program objectives. (Author/JMB)
Descriptors: Children; Decision Making; Health Personnel; *Health Services; *Identification; Information Systems; *Intervention; *Management Systems; Mothers; Organization; *Pregnancy; *Risk; Training

ED158159 CG012631
Sex Roles and Depression in Middle Age.
Broschart, Kay Richards
Sep 1977 12p.; Paper presented at the Annual Meeting of the American Sociological Association (72nd, Chicago, Illinois, September 5-9, 1977)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S.; Virginia
Journal Announcement: RIEJAN79
Middle age is a phase of the life cycle marked by poorly defined boundaries and declining status. Studies reveal that depression is more likely to occur during middle age than during any other phase of the life cycle. In addition, research has verified that depression occurs more commonly in women than men. A sociological analysis of factors which differentially influence men and women in middle life is presented. Factors which may account for the higher incidence of depression among middle-aged women are identified and discussed. Some suggestions are advanced for the prevention and treatment of depression in women in middle life. (Author)
Descriptors: Body Image; *Depression (Psychology); Emotional Disturbances; *Emotional Problems; *Females; *Mental Health; *Middle Aged Adults; Role Perception; Self Concept; Self Esteem; *Sex Role; State of the Art Reviews
Identifiers: *Aging

ED156982 CG012676
Women in a Changing World: A Handbook on a Pre-Admission Counseling Program for Mature Women Students.
Chitayat, Deanna; Rael, Elsa
City Univ. of New York, N.Y. Center for Advanced Study in Education.
.1975 103p.; For related document see CG 012 675
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC78
The program described in this handbook is a pre-admission counseling program dealing with the specific needs of the mature woman student. It encourages her to explore her educational and career options, making it possible for her to enroll in a career-oriented study program if she so chooses. The book operates on the assumption that it is no longer enough to work at a menial position outside the home, as it was no longer enough to stay home to wash diapers and wax floors. It assumes that women want meaningful work and meaningful lives, but often do not have the confidence, skills, training or experience to meet the demands of their aspiration. The goal of this handbook is to share the program experience and methodology with counselors, teachers, and administrators in order to assist them in implementing pre-admission counseling programs for mature women. (Author)
Descriptors: *Adult Students; *Career Opportunities; *College Admission; Community Colleges; *Counseling Services; *Educational Objectives; *Females; Higher Education; Nontraditional Students; Program Development; Program Guides; Self Actualization; Student Needs

ED152634 SO010748

Montgomery County Commission for Women, 1976 Annual Report.

Montgomery County Commission for Women, Rockville, Md.

Jan 1977 95p.; Appendices D, G-K may not reproduce clearly due to poor type density in original document

EDRS Price - MF01/PC04 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEAUG78

This annual report cites activities of the Montgomery County Commission for Women during 1976 which aimed at decreasing sex discrimination practices and serving women's social needs. The document is presented in six sections. Section I presents an overview of the counseling and information services provided by the Commission in areas such as credit, housing, health care, drug and alcohol abuse, legal services, employment, child care, child custody, and domestic law. Section II presents a directory of commission and staff members. Section III summarizes reports of the Commission's committees on economics, education, and law and legislative action. The committees' objectives were to improve the economic environment for women in Montgomery County, assist school systems in assuring non-discriminatory hiring practices, and support nondiscriminatory legislation. Section IV describes activities of the Commission staff in areas of community interaction, research, reporting, and public relations. Section V lists 1977 commission publications. Section VI, the bulk of the report, describes the background, objectives, organization, and programs of A Woman's Place (AWP), the Commission's resource and activity center. Since its creation in 1976, the AWP has handled requests for employment and career counseling for over 6,000 clients, and offered support groups and courses to 1,000 persons. In addition, commissioners and staff have given speeches and conducted workshops for over 2,000 Montgomery County residents. An appendix concludes the document. (Author/DB)

Descriptors: Alcoholism; Annual Reports; *Civil Liberties; Community Support; *Counseling Services; County Programs; Divorce; Drug Addiction; Equal Facilities; *Equal Opportunities (Jobs); *Females; Financial Support; Guidance Centers; Laws; Program Descriptions; Public Policy; *Sex Discrimination; Skill Development; Social Change; Social Influences; *Social Problems

ED151661 CG012258

The Influence of Increased Parental Involvement in the Educational Process of Their Children. Technical Report No. 418.

Mize, Gregory K.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Aug 1977 253p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NE-C-00-3-0065

EDRS Price - MF01/PC11 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEAUG78

The major purpose of this study was to assess the effect of increased parental involvement in an intervention program. The program was structured to follow a prescribed mode of parent-child activities and parent-teacher communications and activities all having reference to the child's educational experiences, particularly those involving reading. Evaluations were made in terms of behavioral and attitudinal changes observed among participating parents and teachers, as well as by a number of child indices. These included: (1) level of self-esteem; (2) motivation to learn; (3) academic attitudes; and (4) reading achievement. Results suggest that the relationships between family and school environments warrant further emphasis by educators. (Author/BP)

Descriptors: *Educational Programs; Elementary Education; *Family School Relationship; *Intervention; *Mothers; Parent Child Relationship; *Parent Participation; Program Descriptions; *Reading Improvement; Research Projects

ED143960 CG011747

An At-Home Rehabilitation Program for Families of Women Alcoholics.

Majcherzak, Shirley

19 Feb 1977 5p.; Paper presented at the Annual Meeting of the Canadian Guidance and Counseling Association (Halifax, Nova Scotia, 1976)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEFEB78

The family is the basic physical and emotional support system in American society. Dysfunction of a family member may reflect family dysfunction and certainly affects the well-being of other family members. Disturbances in the mother can have profound effects on family functioning and child development, as mothers bear most of the responsibility for care of children and household management. Alcoholic women living with their children are recognized as a treatment population needing special environmental support as part of their recovery. The training of paraprofessional service providers who work with the family at their own home on a full-time basis can provide valid and needed services. These helpers are trained to engage in activities ranging from childcare and household tasks to motivating family members to learn and apply problem solving techniques, while helping the mother through a treatment program for her alcoholism. The services are short-term and crisis oriented, designed to help all family members develop long-term therapeutic programs utilizing community facilities. This technique has shown positive results in an independent evaluation, and can be replicated in other populations with family crisis problems. (Author)

Descriptors: *Alcoholism; Child Development; *Crisis Intervention; Family Counseling; *Home Visits; *Mothers; *Paraprofessional Personnel; Parent Influence; Problem Solving ; Program Descriptions; *Rehabilitation; Therapeutic Environment

ED142909 CG011642

A Community Response to Rape. Polk County Rape/Sexual Assault Care Center, Des Moines, Iowa. An Exemplary Project.

Bryant, Gerald; Cirel, Paul

Abt Associates, Inc. Cambridge, Mass.

Mar 1977 204p.

Sponsoring Agency: National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Contract No.: J-LEAA-014-74

Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HC $2.70, Stock No. 027-000-00485-7)

EDRS Price - MF01/PC09 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJAN78

In Polk County, Iowa, criminal justice agencies and concerned citizens work together to lessen the burden on the rape victim and to increase the chance of ultimate conviction and sentencing in rape and sexual assault cases. The Rape/Sexual Assault Care Center offers medical and social supportive services to victims, aids law enforcement and criminal justice personnel in the investigation and prosecution of sexual assault offenders, and educates the public and professional community about rape and sexual assault. Since the center was created, impressive improvements have been seen in police clearance rates for rape cases, in willingness of victims to press charges, and in the rate of convictions. This booklet contains chapters on Project Development and Organization, Victim Services Coordination, Criminal Justice Support, Community Education, and Results and Costs. (Author/BP)

Descriptors: Antisocial Behavior; *Community Cooperation; Crime; Criminal Law; *Females; *Human Services; *Intervention; *Law Enforcement; Program Administration; Program Descriptions ; *Rape; Social Problems

DIALOG File1: ERIC - 66-82/FEB (Item 122 of 151) User 1210 24feb82

ED142906 CG011639

Influences of Selected Cognitive, Affective and Educational Variables on Sex-related Differences in Mathematics Learning and Studying.

Fennema, Elizabeth

Oct 1976 68p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California 1976) ; Best copy available

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Grant No.: OEG-P-76-0274

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: BIBLIOGRAPHY (131)

Journal Announcement: RIEJAN78

This paper offers a detailed review of the literature concerning sex differences in the learning of mathematics. It identifies cognitive, affective and educational variables which have been either shown or hypothesized to contribute to sex-related differences in mathematics learning. The author analyzes each study in detail. One important finding is that many studies crediting boys with more mathematical ability than girls were carried out on populations in which the boys had actually studied more math than the girls. The author believes that if the amount of time spent learning mathematics is equated for males and females, educationally significant sex-related differences in math performance will disappear. Much evidence is presented to support this belief. She concludes with recommendations in three areas: (1) directions for research; (2) intervention or demonstration projects; and (3) general considerations to optimize the chances that the money spent will accomplish its goals, i.e. to improve females' participation in mathematics now and in the future. (Author/BP)

Descriptors: *Abstract Reasoning; Affective Behavior; *Cognitive Style; *Females; *Intelligence Differences; Learning; Literature Reviews; *Mathematics; Motivation; Role Perception; *Sex Differences

ED138877 CG011347

The New Occupational Student: The Mature Adult Woman. A Preadmission Counseling Program in Four CUNY Community Colleges.

Chitayat, Deanna; Hymer, Sharon

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.; New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Aug 1976 129p.

Sponsoring Agency: New York State Education Dept., Albany. Bureau of Two-Year Coll. Programs.

Report No.: CASE-35-76

Grant No.: VEA-76-2-78

EDRS Price - MF01/PC06 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEOCT77

The New Occupational Student: Mature Adult Woman (NOSMAW) was a preadmission counseling program in four community colleges which sought to encourage women to explore their educational and vocational potential. This program consisted of a series of workshops which focused on self-awareness activities and provided college and career information. In addition, 20 community college counselors received training in the Motivation Advance Process. A framework for a peer counseling program was established as a post-admission service for the women. Recruitment through mass media, cultural clubs and parents' associations resulted in 672 women attending an initial orientation session. Three hundred forty-one women from various socioeconomic and ethnic backgrounds were accepted into the program. Seventy-six percent of the women completed the program and 72.5% (189 women) subsequently applied for college. The majority of women enrolled in occupational programs. Among the most popular choices were A.A.S. programs in traditionally male dominated fields. One hundred twenty-one full time equivalents were projected for the 189 college applicants. The attrition rate after the first year of college attendance was only 4%. The program was equally effective with all population subgroups. (Author)

Descriptors: *Adult Education; *Adult Programs; *Adult Students; Career Education; *Counseling Services; Educational Programs; *Females; Outreach Programs; Program Descriptions; Two Year Colleges; Vocational Education; Womens Education

ED137682 CG011268
Recovery for the Alcoholic Mother and Family Through Home-Based Intervention.
Davis, Terry S.; And Others
Sep 1976 10p.; Paper presented at the Annual Conference of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)Not Available in hard copy due to marginal legibility of original document.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIESEP77
Alcoholic women living with their children are recognized as a treatment population needing special environmental support as part of their recovery. The Family Rehabilitation Coordinator Project is a pilot research and training effort to aid the recovery of alcoholic women and their children and families. Trainees work in the home of an alcoholic mother beginning her recovery through some recognized plan of treatment. Results presented focus on changes in relationships and roles within the family which may be related to the presence of the rehabilitation coordinator, particularly changes in the perceptions and behaviors of the recovering alcoholic mother. (Author)
Descriptors: *Alcoholism; Antisocial Behavior; *Drinking; Drug Abuse; *Family Counseling; Home Economics; *Intervention; Models; *Mothers; Parent Child Relationship; *Rehabilitation Programs

ED130215 CG010897
Will the Real Middle-Aged Woman Please Stand Up? Toward an Understanding of Adult Development in Women.
Barnett, Rosalind C.; And Others
Apr 1976 32p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, N.Y., April 22-24, 1976)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIEMAR77
This document is comprised of papers presented at a symposium on Adult Development in Women. A paper entitled "Women in the Middle Years" reviews the major findings on adult women, and describes what an adequate theory of women in the middle years should account for. Mental health, effects of marriage, children and work, and the interrelationships of these factors are discussed. In elucidating critical stages, the authors consider a developmental framework focusing on women's role patterns and life stages within the cultural context would be appropriate. The traditional consideration of chronological age, and stereotypes and myths about women, especially the mind-body relationship and the need for marriage and children have impeded model development. Power, and its relationship to a sense of personal control, are central considerations. A paper, "Some Sociological Perspectives on Adult Women" discusses personal roles, multiple roles, and coping and support systems. The conclusion reached is that theories based primarily on data from men do not apply to issues confronting women, and that life tasks, including the "marker events" which trigger a person's concerns with each of these tasks, serve as a focus from which to study the middle years. (KS)
Descriptors: Adjustment (to Environment); *Adult Development ; Conferences; *Females; *Life Style; Marital Status; *Middle Aged Adults; Parent Child Relationship; Role Perception; Sex Role; Social Science Research; *Womens Studies

ED128672 CG010722
Adult Women's Career Planning in a Liberal Arts College Utilizing Male and Female Counselors.
Khosh, Mary N.; Grimm, John E.
13 Apr 1976 13p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEFEB77
The evidence of numerous studies on women's roles and attitudes suggest that, at least historically, women have attitudinally agreed that women's place is in the home. However, more recent studies suggest a new trend in attitudes. Women have now assumed a pose of wanting to work, while at the same time they tend to cluster in traditionally female occupations and express uncertainty over the compatibility of the dual role. Baldwin-Wallace College, a liberal arts and pre-professional college of approximately 2,200 enrollment, has undertaken a program of career planning for adult women to assist them in understanding themselves, and their relationship to careers and occupations. Attitudinal and institutional changes cannot be accomplished by women alone. Since males play an influential role in the career development of women and are generally more credible to and have more impact upon established institutions, it is essential that men also become significantly involved in the facilitation of women's career development. The proposed presentation attempts to provide information about this on-going career program and the use of male and female counselors in the program by discussion and the experiential involvement of the audience. (Author)
Descriptors: *Adult Students; *Attitudes; Career Counseling; *Career Planning; College Students; *Counseling Services; *Females; Higher Education; Liberal Arts; Program Descriptions ; Role Theory; Social Attitudes

ED128077 95 PS008750
The Evaluation of a Home-Based Educational Intervention for Preschoolers and Their Mothers.
Sandler, Howard M.; And Others
George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.
.1971 11p.
Sponsoring Agency: National Coordination Center for Early Childhood Education, St. Ann, Mo.; Office of Education (DHEW), Washington, D.C.
Contract No.: NPECE-70-006
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJAN77
The purpose of this study was to assess the effects of a 12-week intervention in 6 black and 9 white low income homes in order to modify maternal teaching behavior and influence child functioning. Home visitors worked with the mothers once a week mainly utilizing objects and events in the home for educational purposes. It was hypothesized that a home-visitor program directed toward the mother would improve her maternal teaching behavior and have effects on the cognitive functioning of her preschool-aged child. Measuring instruments used in a pre-test and post-test situation were the Stanford-Binet, Form L-M; the DARCEE Concept Test; and in a post-test only design, the Maternal Teaching Style Instrument (MTSI). Positive changes in maternal teaching style were achieved by experimental group mothers, especially in the area of cue labeling. Significant cognitive gains were achieved by the preschool target children on recognition skills on the DARCEE Concept Test while all other differences were in the predicted direction but statistically insignificant. The limited changes in the target children were attributed to the limited duration of the intervention. (MS/Author)
Descriptors: *Cognitive Development; Cognitive Tests; Early Childhood Education; Educational Research; *Evaluation; Field Studies; *Home Programs; Home Visits; *Intervention; Low Income Groups; *Mothers; Paraprofessional Personnel; Preschool Children; *Preschool Education; Racial Differences; Sex Differences; Teaching Methods; Teaching Styles
Identifiers: Demonstration and Research Ctr Early Child Educ ; Maternal Teaching Style Instrument

ED127855 HE008100
The Options Handbook. Handbook Three: Counseling to Improve Student Decision-Making.
Carlson, Mary S., Ed.; Berlet, Chip, Ed.
National Student Educational Fund, Washington, D.C.
1976 41p.
Available from: National Student Educational Fund, Suite 305, 2000 P Street, N.W., Washington, D.C. 20036 ($1.75)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJAN77
Specific issues in counseling are examined from the user's perspective. The book is a collection of issue papers written by students and recent graduates. Chapter 1 provides an overview of the counseling profession and discusses the controversy between educational and therapeutic counseling, the predominance of high school counselors, and the relative ineffectiveness of counselors. The second chapter considers the counseling process itself. Chapter 3 deals with regional and community-based counseling centers as an alternative to the traditional high school counseling system. Minority counseling programs and minority student needs are addressed in Chapter 4, and the fifth chapter describes the information and counseling needs of women. Three primary changes in the counseling system are identified: (1) the focus of counseling should be client-centered; (2) counselors need to be able to collect and manage the information that prospective students need; and (3) counseling should be moved out of the schools and into the community. (LBH)
Descriptors: College Choice; *Counseling Effectiveness; Counseling Services; *Counselor Role; *Decision Making; Delivery Systems; *Educational Counseling; Females; Guides; *Higher Education; High School Students; Minority Groups; Pupil Personnel Services; *School Counseling

ED126649 88 EC090565
Parental Approach for Early Intervention of Learning Disabilities. Final Report 1972-1976.
Corsini, David; Rothschild, Jennie
Cheshire Public Schools, Conn.
1976 128p.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS Price - MF01/PC06 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEDEC76
Presented is the program evaluation report of the Cheshire (Connecticut) Preschool Program for early intervention with a total of 64 mildly and severely handicapped children between 3 and 6 years old. It is explained that the mother-child project has served children with such handicapping conditions as hearing impairment, vision impairment, cerebral palsy, cleft palate, autism, hyperactivity, language delay, mental retardation, and emotional disturbance. Listed are program objectives (such as giving mothers new insights) and evaluation techniques used. Detailed are characteristics of the children and the evaluation process and sequence. Presented in the major portion of the document are evaluation results which include significantly increased IQ scores, improved behavior ratings, and improved parent ratings. It is concluded that the program has had a dramatic positive impact on both children and mothers. Appended are items such as a classroom observation schedule, a child rating scale, the preschool parent questionnaire, and case histories. (DB)
Descriptors: Exceptional Child Education; *Handicapped Children; *Intervention; *Mothers; *Parent Child Relationship; Parent School Relationship; Preschool Education; *Program Evaluation
Identifiers: Elementary Secondary Education Act Title III

ED125818 RC009300
Indian Woman Today; Southwest Indian Women's Conference (Window Rock, Arizona, September 24-25, 1975).
.1975 79p.; Not available in hard copy due to marginal reproducibility of original document
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIENOV76
Describing the activities and responses of American Indian women attending the 1975 Southwest Indian Women's Conference in Window Rock, Arizona, these proceedings present the following: (1) the keynote address (focus is on program funding and Indian female civil rights, self-concept, and cultural background); (2) observations derived from interviews of 20 conference participants; (3) a description of participant characteristics (most were traditional homemakers and about 66% were Navajo); (4) the basic attitudes of educated Indian women re: special problems of being a woman, the women's liberation movement; and expanding the role of Indian women; (5) recommendations coming out of the seven workshops (Funding and Resources; Legal and Jurisdictional Issues; Self-Identity; Special Problems of Aged Indian Women; Special Needs for Handicapped Indian Women; Relationship between Tribal, State, and Federal Governments; and Navajo Speaking Groups); (6) an evaluation (criticism of participants' contrasting expectations, the conference format, conference facilities, and unequal tribal representation); (7) speeches on: the problems of Indian women; the need for Indian women to work; the special problems of Indian women in the Southwest; the employment status of Indian women; the Phoenix Indian women; and a counseling center for women. (JC)
Descriptors: Agency Cooperation; *American Indians; *Civil Rights; *Conference Reports; Counseling Services; Cultural Background; Decision Making; Disabilities; Employment Opportunities; Equal Protection; Evaluation; Females; *Feminism; Financial Support; Older Adults; Program Development; Self Concept; *Speeches; Surveys; *Workshops
Identifiers: Navajo (Nation); *Southwest Indian Womens Conference

ED123511 CG010542

Effectiveness of a Brief Intervention Strategy in Changing Attitudes Toward Women.

Bowman, Phyllis; Nickerson, Eileen T.

21p.; Paper presented at the Annual Convention of the Nation Association of School Psychologists (7th, Atlanta, Georgia, January 18-19, 1975); not available in hard copy due to marginal legibility of original document

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEOCT76

This study was done to evaluate the effectiveness of a one and a half hour workshop on changing attitudes toward women. The subjects were 34 counselors who attended a workshop entitled "Intervention Strategies for Modifying Sex Stereotypes." The 27-item alternate forms were devised out of the full scale 55-item Attitudes Toward Women Scale and were called Form A and Form B. Eighteen counselors received Form A as a pretest and Form B as a posttest and 16 counselors received Form B as a pretest and Form A as a posttest. Twenty-one subjects returned the follow-up questionnaire (same as posttest) sent to them one month later. The results showed that counselors' attitudes became significantly more liberalized after the workshop and that these changes were retained at the time of follow-up, regardless of which form was administered. The finding is interpreted as bolstering the worthwhileness of offering a short-term workshop to modify sex-stereotypic attitudes. (Author)

Descriptors: *Attitude Change; Attitude Measures; Counselors; *Females; *Intervention; Rating Scales; Research Projects; *Sex Discrimination; Speeches; *Stereotypes; Workshops

ED121327 IR003323

The Options Handbook; Communicating with Prospective Students About Postsecondary Educational Options. Summary and Recommendations.

Carlson, Mary S., Ed.; And Others

National Student Educational Fund, Washington, D.C.

1976 47p.

Sponsoring Agency: Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEAUG76

A study conducted by 19 student researchers under a grant from the Fund for the Improvement of Postsecondary Education, concluded that very little information is designed to aid students to make a choice for their future. Three separate publications resulted, called the "Options Handbooks." Material from these handbooks is synthesized here. The summaries review the information needs of post secondary students in the context of recent consumer protection debates, review the need for financial resources information and give examples of dissemination strategies in five states and at the national level, and discuss the relation between the roles of information and counseling, with the focus on how to assist students in developing their decision-making abilities. Fifty-nine references are included. (Author/DS)

Descriptors: *College Bound Students; *Costs; Counseling Services; Decision Making; *Educational Counseling; Females; Financial Needs; Financial Support; Guides; Higher Education; *Information Dissemination; *Information Needs; Information Systems; Minority Groups; Post High School Guidance; Postsecondary Education; *Secondary School Students; Student Needs

Identifiers: California; Illinois; New York; Oregon; *Student Information Gap Project; Wisconsin

DIALOG File1: ERIC - 66-82/FEB (Item 133 of 151) User 1210 24feb82

ED120567 95 CE006964
An Exploratory Study of the Sociological and Psychological Impacts of Mid-Career Changes for Women. Final Report.
Nero, Sharon A.
Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
.1975 52p.
Report No.: VT-102-669
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEAUG76

The study explored the impact of mid-career changes for women who were enrolled in or had recently completed a program in the Wisconsin Vocational, Technical, and Adult Education (VTAE) System for the purpose of changing careers from housewife and mother to that of labor force participant. Sixty-six women, aged 30-49, returned a survey questionnaire that sought information about socioeconomic, marital, and educational status; the effect of the change on interpersonal relationships and life styles; motivation for change; resulting benefits and liabilities; and self-image. An important objective was to develop implications and recommendations for VTAE system programing and to design a model of mid-career decision making for women. It was found that the primary motivation for a return to school was financial. The majority experienced a feeling of achievement and an increase in self-confidence, with new friends, interests, and experiences rated as important benefits. The greatest problems were adjusting to the student role and coping with the demands of home and school responsibilities. Suggestions were offered on ways to encourage women to enter to enter male-oriented occupations and on ways to improve preparation and counseling for re-entering school and the labor market. (NJ)

Descriptors: *Adult Students; *Career Change; Career Planning; Decision Making; *Employed Women; Family Attitudes; *Females; Individual Development; Middle Aged Adults; Participant Characteristics; Postsecondary Education; Questionnaires; Research; Role Conflict; Self Concept; Sex Discrimination; Socioeconomic Status; *Surveys; Vocational Education

ED116064 CG010233
A Consciousness-Raising Program for Adult Women.
Kincaid, Marylou B.
.1972 31p.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEMAY76

This program is a structured, 16-session consciousness-raising group for adult women which can be used in a university setting with women in continuing education or in a community setting with noncollege women. The program is designed to help women identify the influence of sex-role stereotyping on their lives, learn ways for effective sex-role conflict resolution, and define interests and personal goals. It has been given as a one credit-course by the Couseling Service staff at Phoenix Community College in Arizona for groups of 12 to 15 women. Participants have become more self-achievement-oriented and inner-directed following the course and report an increased appreciation for other women. (Author)

Descriptors: Adult Education; *Counseling Services; *Females; *Group Counseling; Higher Education; Program Descriptions; *Self Expression; *Sex Role; Sex Stereotypes; Social Attitudes
Identifiers: *Consciousness Raising

ED108060 CG009878
How to Start a Rape Crisis Center.
Rape Crisis Center, Washington, D.C.
.1972 47p.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIENOV75

This booklet, written in response to requests from throughout the nation about how a rape crisis center can be started, presents the history of the founding of the Washington, D.C. center. The booklet offers sections dealing with specific issues. A section discusses, for the rape victim, pros and cons of working with the police, together with the various legal implications. The medical and hospital information section describes hospital procedures and the problems of venereal disease and pregnancy. Additional sections discusses the emergency phone service of the crisis center, transportation and counseling, conducting rape conferences, and publicity. The final section, called "Putting it All Together", covers other important issues not mentioned in previous parts of the booklet. Appendices containing sample forms, bylaws of the rape crisis center, and a mock phone conversation are attached. (Author/BW)

Descriptors: Crime; *Crisis Intervention; *Females; *Guidance Centers; Guides; Organization; Program Development; *Rape; *Violence; Voluntary Agencies

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DIALOG File1: ERIC - 66-82/FEB (Item 136 of 151) User 1210 24feb82

ED108025 CG009837
Women as a Second-Class Minority: A Case for Changing Sex-Role Stereotypes.
Nickerson, Eileen T.
Mar 1974 16p.; Presented at the Annual Convention of the National Association of School Psychologists (6th, Las Vegas, Nevada, March 17-21, 1974); Not available in hard copy due to marginal legibility of original document
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIENOV75
Women, with too few exceptions, are hired less often and for less money, get fewer and smaller raises, are promoted on the job less, and are fired more readily than males of comparable ability and experience. In addition, women in the professions (education included) report discriminatory practices in graduate training and while on the job. Counselors, educators, and other helping professions seem to have done little thus far to alleviate this situation. The author discusses intervention strategies for sex stereotyping which are being conducted in the United States. She points to the need for more research in the field and, in particular, to testing out of intervention strategems with greater variety of populations, over longer periods of time, and with stricter and more elaborate controls. (Author/PC)
Descriptors: *Employment; *Females; *Intervention; Minority Groups; Sex Discrimination; *Sex Stereotypes; *Social Problems ; Speeches; State of the Art Reviews

ED104474 JC750262
Career Innovative and Non-Innovative Women in the Two-Year College: Implications for Counseling.
Veres, Helen C.; Moore, Kathryn M.
Apr 1975 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975). For a related document see JC 750 215
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEAUG75
A total of 1,341 male and female students enrolled at a private women's college, a two-year comprehensive college of moderate size, an agricultural-technical college, and a small two-year comprehensive college were surveyed in Spring 1974 to determine demographic and descriptive data, career choices, plans for labor force participation, and perceptions of counseling services. Almost twice as many women as men were sampled. Career-innovators were defined as women who had selected careers in which zero to 40 percent women are presently employed. Non-innovators were defined as women who planned to enter careers in which 70 to 100 percent of those employed are women. Approximately 20 percent of the women sampled were career-innovative. Compared to non-innovators, role innovative women had significantly higher college grades, had made their career choices more recently, aspired to higher educational degrees, were less apt to plan to marry before completing their education, planned to have fewer children, planned a wider range of careers, were less likely to cite closeness to home as a reason for choosing their college, and reported more problems with their colleges. Innovators and non-innovators reported similar appraisals of counseling services. Implications for counseling are noted, pertinent literature is reviewed, and tabulated data is presented. (Author/DC)
Descriptors: Academic Aspiration; *Career Choice; College Choice; Counseling Services; *Educational Objectives; *Females ; Grades (Scholastic); Interests; *Nontraditional Occupations; Occupational Aspiration; Private Colleges; Role Perception; *Student Characteristics; Technical Institutes; *Two Year Colleges; Two Year College Students
Identifiers: Marriage Plans; *New York

DIALOG File1: ERIC - 66-82/FEB (Item 138 of 151) User 1210 24feb82

ED103069 JC750215
A Study of Two-Year College Women in Central New York State: Characteristics, Career Determinants and Perceptions.
Moore, Kathryn M.; Veres, Helen C.
State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education.
Feb 1975 93p.
Sponsoring Agency: New York State Education Dept., Albany. Bureau of Two-Year Coll. Programs.
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJUL75

A total of 1,341 male and female students enrolled at a private women's college, a moderately-sized comprehensive college, an agricultural-technical college, and a small comprehensive college were surveyed to determine demographic and descriptive data, career choices, plans for labor force participation, and perceptions of counseling services. Twice as many women as men were sampled. Analysis of the data revealed that these women were more like four-year college women than "new students" at two-year colleges. The majority of women studied were 18 or 19 years old, single, and white. Nearly half of both their mothers and fathers had completed some college. While attending college the women depended on their parents for financial support and did not work. Their most common majors were liberal arts, health sciences, or secretarial science. Unlike four-year college women, however, their occupational choices resembled those of their fathers more than their mothers and they anticipated continuous commitment to work. They selected their careers for special interest, opportunity to work with people, and ability to be creative. True role innovativeness was expressed by only one-fifth of the women sampled. Pertinent literature is reviewed, data is presented, and recommendations for improved counseling services are made. The questionnaire and the interview format are appended. (Author/DC)

Descriptors: Academic Aspiration; *Career Choice; Counseling Services; *Educational Objectives; *Females; Financial Support ; Interests; Occupational Aspiration; Parent Background; Private Colleges; Role Perception; Socioeconomic Status; *Student Characteristics; Technical Institutes; *Two Year Colleges

Identifiers: Marriage Plans; *New York

ED101796 JC750150
Supervised Study: Personal Development for Mature Female Students.
Anderson, Donald
11p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEJUN75

There has been rapid growth in the number of mature female students entering institutions of higher education. Increases in employment opportunities, decline in birth rate, and the impact of social reform and the feminist ideology all indicate a trend toward greater opportunities for women with increased female participation in higher education. As a student development specialist, the counselor must recognize the particular psychosocial needs of women and develop strategies to facilitate the personal growth and development of the female student. A broad base of research and discussions on the psychology and psychosocial needs of women has rapidly developed. Drawing on the research in this field, the counseling service at Virginia Western Community College has planned a course designed to define specific sources of psychological, sociological, and situational factors which may impede the growth and development of the mature female student. Student objectives, proposed teaching methods, and a sequence of topics for the course are detailed. Desirable group dynamics and the means for course evaluation are also described. A bibliography focusing on college women is included. (Author/AH)

Descriptors: Adult Students; *Counseling Services; *Course Descriptions; Course Objectives; Females; Higher Education; *Individual Development; Role Conflict; Role Perception; Self Concept; Self Esteem; *Two Year Colleges; *Womens Education; Womens Studies

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ED096020 PS007546
Mothers as Key Educators of their Preschool Children.
Walton, Mildred L.
Sep 1973 33p.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJAN75
In keeping with the trend toward greater parent participation in the education of their children, a preschool intervention program designed to improve the educability of children who would enter kindergarten at the start of a fall term was conducted in one elementary school. The major purpose of the project was to determine if mothers would accept the role of home teachers for their prekindergarten children on a regular basis, using school-prescribed tasks. A sample of 12 mothers and their children was studied. Mother-instruction was measured by a checklist that obtained information about the extent to which mothers engaged in teaching the prescribed activities at home. A teacher observation survey recorded ability of the child to perform supervised skill activities. It was found that mothers in the program did show an active interest in school-home relationships, as evidenced by the regularity with which they accepted the role of home teacher. The pupils in the project, after entering kindergarten, were better adjusted socially and performed better in verbal expression than classmates who had not participated in the project. Based on findings in this program, it is recommended that the parent's involvement as home teachers be extended throughout the school career of their children. (Author)
Descriptors: Behavior Rating Scales; Family School Relationship; Home Instruction; *Intervention; Kindergarten Children; Learning Activities; Literature Reviews; *Mothers; *Parent Child Relationship; *Parent Participation; Preschool Curriculum; *Preschool Education; Readiness; Social Behavior; Teaching Guides; Verbal Ability

ED080206 PS006763
New Orleans Parent Child Development Center.
Wiener, Gerald; And Others
Parent Child Development Center, New Orleans, La.
Apr 1973 33p.; Variations of this paper were presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pa., Mar. 29 - Apr. 1, 1973 and the annual meeting of the American Orthopsychiatric Association (50th, New York, N.Y., May 28 - Jun. 1, 1973)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEDEC73
The New Orleans model for parent-infant education involves the use of non-professional workers, trained by professional staff, who teach general concepts of child development and child management to groups of disadvantaged mothers. Two themes are stressed: the parent is now and will be the child's most important teacher, and all the baby's time is learning time. In the long range view, research at the Parent Child Cener is designed to investigate whether or not educational intervention needs to be implemented from the first year of life for optimal success and also to evaluate two systems of delivering services (in a center versus home visits). Results are as yet inconclusive. (DP)
Descriptors: Disadvantaged; Home Visits; *Infants; *Intervention; *Mothers; Negative Reinforcement; *Parent Child Relationship; *Parent Education; Parent Participation; Parent Workshops; Positive Reinforcement
Identifiers: Bayley Scales of Infant Development; Uzgiris Hunt Ordinal Scales of Psychological Devel

ED076893 CG006938
Developmental Tasks of Widowhood for the Aging Woman.
Van Coevering, Virginia
5 Sep 1971 15p.; Paper presented at the American Psychological Association convention (Washington, D.C. September 3-7, 1971)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEOCT73
The paper examines that phenomenon of widowhood, which has become a natural attribute of a woman's old age because of her greater life expectancy when compared with her husband. Researchers have discovered that, although problems of widowhood have attracted little serious inquiry, one of every five women who face conjugal bereavement need outside help to return to a state of physical and mental well-being. New patterns of health care for this ever-increasing number of women include "widow-to-widow programs" wherein trained widow aides give direct help to the recently bereaved, voluntary organizations sponsored by religious orders, and widow consultation services provided by private and government agencies. The author feels that further scientific inquiry is needed to identify those variables associated with high morale and those which correlate with low life satisfaction following bereavement. References are included. (Author/SES)
Descriptors: Counseling; Counseling Services; Death; *Females; *Geriatrics; Human Relations; Interpersonal Relationship; *Mental Health; *Mental Health Programs; *Older Adults; Research Reviews (Publications); Sex (Characteristics); Widowed

ED071597 HE003733
Counselor Ratings of Male and Female Clients.
Collins, Anne M.; Sedlacek, William E.
Maryland Univ., College Park. Counseling Center.
1972 15p.
Report No.: MU-CC-RR-8-72
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEMAY73

The present study is a preliminary effort to delineate areas in which male and female clients in a university counseling center are viewed and/or treated differently. Ratings of 565 female and 645 male clients at the University of Maryland Counseling Center were made by 13 Ph.D. level counselors (9 male and 4 female) on 16 evaluation questions. Five of the 16 items showed significant differences between ratings of male and female clients. The main difference seemed to be that females were more often judged to have social-emotional problems and males were more often seen as having vocational-educational problems. No large differences were apparent between male and female counselors in their client ratings, but clients of both sexes seemed more likely not to show up for their first interview with a female counselor than for the first interview with a male counselor. The opposite tended to be true, however, of client no-show behavior for other than the first interview. The results of this study are discussed in terms of sexual stereotypes and future directions for research. (Author/HS)

Descriptors: *Counseling Services; Educational Counseling; *Females; *Higher Education; *Sex (Characteristics); *Sex Differences; Student Characteristics

ED065810 CG007391
Abortion, Birthright and the Counselor.
Fadale, Vincent E.; And Others
Jan 1972 31p.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEDEC72

This transcript is the result of panel presentation given on the implications of liberalized abortion laws for counselors. A new law which went into effect in July, 1970, in New York State presented women with the option of obtaining a legal abortion up to the 24th week of pregnancy. Counselors in New York State were, therefore, presented with new alternatives in dealing with women with unwanted pregnancies. The panel included a gynecologist discussing the impact of the law on the state and a college community; a Newman chaplain reflecting on alternatives to abortion; two counseling psychologists discussing personal reactions to the abortion issue and its impact on a college population; and a black counselor comparing the reaction of whites and nonwhites to unwanted pregnancies. The problem of unwanted pregnancy presents serious dilemmas to counselors. This panel presentation was an attempt to incorporate a wide range of viewpoints on this issue. (Author/WS)

Descriptors: *Abortions; *Counseling Services; Counselors; *Females; *Pregnancy

ED063030 PS005662
The Intervention Study with Mothers and Infants.
Forrester, Bettye J.
George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.
Sep 1971 9p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIESEP72

An intervention study with mothers and infants is discussed. The project staff consisted of two home visitors, a materials specialist, an infant examiner, and a project coordinator. This study assessed the effectiveness of the program for mothers and infants. Infant abilities and psychological development were tested and homes were rated. One home visitor worked directly in each home for a maximum of 24 home visits. Throughout the project, the home visitor demonstrated and reinforced behavior of the adult caretaker that provides for the physical, emotional, social, and intellectual development of infants. Data analysis indicated that a successful intervention program can be designed to affect favorably a wide range of functional areas in the behavioral development of infants. (Author/CK)

Descriptors: Behavior Development; Child Development; Data Analysis; *Home Visits; Individual Development; *Infants; *Intervention; *Mothers; *Program Evaluation; Projects; Psychological Evaluation; Reinforcement; Testing; Young Children

DIALOG File1: ERIC - 66-82/FEB (Item 146 of 151) User 1210 24feb82

ED062008 PS005593
Infant Development Research: Problems in Intervention.
Honig, Alice S.
Feb 1972 32p.; Paper presented at Merrill-Palmer Institute Conference on Research and Training of Infant Development (Detroit, Mich., Feb. 1972)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAUG72
A study of the advantages and disadvantages of various types of infant care provided by someone other than the mother is presented. Problems listed as occurring in intervention programs include: maternal-child attachment, individual differences among infants, planning problems, and emotional-social development. Types of intervention studied are: the center model (outside-the-home center), the tutorial model (within a home setting), the home-visit model, and the parent-group model (teaching of parents). Role of the caregiver is conceptualized as follows: (1) home visitor - a guest having a position of low power in the home, and (2) teacher - one who aids the child in achieving a sense of competence. The point is made that evaluation of caregiving programs for low-income children is difficult and often confounded by complex motivational factors, such as a mother's attitudes toward intervention. The importance of dissemination of infant programs is stressed. (CK)
Descriptors: Attitudes; *Child Development; Emotional Development; Evaluation; Home Visits; Individual Differences; *Infant Behavior; *Infants; Interpersonal Competence; *Intervention; Low Income Groups; Models; Mothers; Motivation; Parent Child Relationship; Parent Education; Planning; Poverty ; Problem Solving; *Research; Role Perception; Social Development; Social Workers; Teachers; Tutoring

ED059786 PS005459
Mothers as Early Cognitive Trainers: Guiding Low-Income Mothers to Work with Their Pre-Preschoolers.
Levenstein, Phyllis
Family Service Association of Nassau County, Inc., Mineola, N.Y.
2 Apr 1971 25p.; Research and Demonstration Project R-300. Paper read at Bienniel Meeting, Society for Research in Child Development, April 2, 1971
Sponsoring Agency: Children's Bureau (DHEW), Washington, D.C.; National Inst. of Mental Health (DHEW), Bethesda, Md.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJUN72
The Mother-Child Home Program was planned as a home-based, two-year cognitive intervention method. Women with varied incomes and education, both volunteer and paid, made 30-minute home visits twice weekly to help mothers become cognitive trainers of their own toddlers (starting at age two). Mother-child verbal interaction was stimulated with gifts of attractive, self-motivating materials, chosen because of their suitability to the child's developmental level, and their potential for verbal interaction when used in play between mother and child. Interveners, called Toy Demonstrators, guided mothers to use the Verbal Interaction Stimulus Materials (VISM) in an atmosphere that was spontaneous, relaxed, and most importantly, nondidactic. Most low income mothers seemed to welcome any kind of cognitive intervention designed to help their children do well in school. Other mothers were resistant, yet appeared cooperative because it was difficult for them to make verbal refusals. A brief appendix highlights several Toy Demonstrators' descriptions of successful mother-involvement techniques. (DB)
Descriptors: Cognitive Development; Disadvantaged Youth; *Home Programs; Home Visits; Instructional Materials; *Intervention; Low Income Groups; *Mothers; Nonprofessional Personnel; Parent Attitudes; Parent Child Relationship; *Preschool Children; Stimulation; Tables (Data); Test Results; *Verbal Communication
Identifiers: Toy Demonstrators; *Verbal Interaction Project

ED057329 AC012184

Guide to Conducting a Consultation on Women's Employment with Employers and Union Representatives.

Women's Bureau (DOL), Washington, D.C.

1971 19p.

Report No.: Pamp-12

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEAPR72

This document reports on a series of business-industry-union consultations initiated and coordinated by the Women's Bureau of the U.S. Department of Labor. Meetings were scheduled in five selected cities. These forums were structured around three main features: (1) a keynote slide-talk, which allowed for speed and effective presentation of a maximum amount of background information concerning women's employment, (2) a panel of government representatives, who described Federal, State, and local (if any) laws and programs prohibiting sex discrimination in employment and wage payments, and (3) a panel of employers and union representatives, who discussed affirmative action plans and programs for improving women's job status. Approximately 770 participants were at the five conferences: 200 each in Boston and Kansas City, 150 in Detroit, 140 in Atlanta, and 80 in Boise. Industry representation ranged from two-fifths to four-fifths of the conferees in all the cities except Detroit, where it constituted about one-third of the group. Men constituted the majority of participants in three cities. These conferences were set up as demonstration projects. (CK)

Descriptors: Conferences; *Consultation Programs; Demonstration Programs; *Employed Women; Employers; *Equal Opportunities (Jobs); Federal Government; Feminism; *Guides; Industry; State Government; Unions; Wages

ED022106 AC002533

First Annual Report of New York State Guidance Center for Women for Period November 1, 1966 through October 31, 1967.

New York State Guidance Center for Women, Suffern.

1967 54p.

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEFEB69

The New York State Guidance Center for Women is sponsored by Rockland Community College under contract with the State University of New York, and located just east of Suffern, New York. During its first year, the Center counseled 483 women and an additional 800 were served through its information services--library, career interest meetings, radio career information series (13 30-minute broadcasts), and a Careers for Women Workshop series. About 80 percent of the Center's clients come from Rockland County. The professional staff includes a director, associate director, librarian, and six part-time counselors. The Center's counseling records indicate that while women considering employment or further education need guidance and information and are willing to seek it, husband's attitudes, inflexible work and school schedules, and fears of impersonal work situations and inability to compete with younger students deter them from returning to work or school. (Document includes seven tables, lists of Advisory Committee members, tests available at the Center, and supplementary reports of counseling and testing services, information and special services, costs and staffing, and community, state, national, and international relationships.) (aj)

Descriptors: Advisory Committees; Anxiety; Community Relations; *Counseling Services; Employed Women; Family Influence; *Females; *Information Services; Library Services; Participant Characteristics; Part Time Employment; Part Time Students; Program Costs; Publicize; Radio; Staff Role; *State Programs; Testing; Womens Education; Workshops

Identifiers: New York

DIALOG File1: ERIC - 66-82/FEB (Item 150 of 151) User 1210 24feb82

ED022105 AC002532
Interim Report of New York State Guidance Center for Women for Period November 1, 1967 to March 31, 1968.
Westervelt, Esther M.
New York State Guidance Center for Women, Suffern.
1968 29p.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEFEB69
The New York State Guidance Center for Women in Suffern, New York provides individual counseling and vocational and educational information. During the months covered by this report, the Center cosponsored a conference on continuing education for women in the two-year colleges of the State University, began a second series of career information radio programs, and planned a seven-session Career Opportunities Workshop. Twenty-eight percent of the clients receiving counseling and testing during this period were from disadvantaged groups, compared with five percent previously. A pilot evaluation of the individual counseling done at the Center was undertaken to help the staff prepare for larger scale evaluation to be carried on in July 1968. Projected research includes comparisons of the usefulness of the Strong Vocational Interest Blanks for women and men, and studies of personal and demographic characteristics which may distinguish clients who use counseling and testing effectively from those who do not, and of selected psychological and social processes related to the difficulties women experience in enlarging their activities beyond the home. The Center has applied to the American Board of Counseling Services for accreditation. (aj)
Descriptors: *Counseling Services; *Disadvantaged; *Females; Field Experience Programs; Followup Studies; *Information Services; Library Services; Participant Characteristics; Program Costs; *Program Evaluation; Radio; Research; Staff Role; State Programs; Workshops
Identifiers: New York

ED016065 VT002528
COUNSELING GIRLS TOWARD NEW PERSPECTIVES, A REPORT OF THE MIDDLE ATLANTIC REGIONAL PILOT CONFERENCE (PHILADELPHIA, DECEMBER 2-4, 1965).
Women's Bureau (Dept. of Labor), Washington, D.C.
1966 98P.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Journal Announcement: CUMREPT
REPRESENTATIVES OF NATIONAL ORGANIZATIONS AND U.S. GOVERNMENT AGENCIES, SCHOOL COUNSELORS, STATE EMPLOYMENT SERVICE COUNSELORS, COUNSELOR EDUCATORS, AND REPRESENTATIVES OF THE COMMISSIONS ON THE STATUS OF WOMEN FROM DELAWARE, THE DISTRICT OF COLUMBIA, MARYLAND, NEW JERSEY, NEW YORK, PENNSYLVANIA, AND WEST VIRGINIA ATTENDED THE CONFERENCE. THE MEETING GREW OUT OF A STATEMENT IN "AMERICAN WOMEN," THE REPORT OF THE PRESIDENT'S COMMISSION OF THE STATUS OF WOMEN, THAT GUIDANCE AND COUNSELING SERVICES ARE STRATEGIC ELEMENTS IN THE EDUCATIONAL PROCESS, AND THAT SUCH SERVICES NEED STRENGTHENING AND IMPLEMENTATION TO BETTER SERVE THE NEEDS OF GIRLS IN THIS TIME OF CHANGING ASPIRATIONS AND OPPORTUNITIES. TEXTS OF THE FOLLOWING SPEECHES ARE GIVEN--"CHANGING REALITIES IN WOMEN'S LIVES," BY MARY DUBLIN KEYSERLING, "MALE-ORDER FEMALE--THE SYMBOL AND THE SUBSTANCE," BY DAVID W. FULLMER, AND "WHAT SETS THE LIMITS TO A WOMAN'S GROWTH," BY VIRGINIA SENDERS. WORKSHOP REPORTS AND ACTIVITIES OF THE STATE COMMISSIONS ON THE STATUS OF WOMEN ARE INCLUDED. THIS DOCUMENT IS AVAILABLE FOR 35 CENTS FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (PS)
Descriptors: Adult Counseling; Career Choice; *Conferences; Counseling Services; Educational Counseling; Employed Women; *Females; Organizations (Groups); Role Conflict; *School Counseling; Sex Differences

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